REPORT RESUMES

ED 019 371 UD 005 707

GRADE REORGANIZATION OF MIDDLE SCHOOLS IN THE PUBLIC SCHOOL SYSTEM.

BY- FRANKEL, EDWARD
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE SEP 67
EDRS PRICE MF-$0.75 HC-$7.56 187P.

DESCRIPTORS- *INTERMEDIATE GRADES, *GRADE ORGANIZATION, *SCHOOL ORGANIZATION, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, GRADE 6, CURRICULUM DESIGN, SCHOOL INTEGRATION, STUDENT REACTION, PARENT REACTION, READING ACHIEVEMENT, STATISTICAL DATA, ADMINISTRATOR ATTITUDES, COMPARATIVE STATISTICS, DISADVANTAGED YOUTH, SCHOOL SERVICES, SCHOOL PERSONNEL, EDUCATIONAL FACILITIES, RACIAL COMPOSITION, GROUPING (INSTRUCTIONAL PURPOSES), NEW YORK CITY, METROPOLITAN READING TEST, ESEA TITLE 1

THIS REPORT EVALUATES THE PROGRESS OF 14 PILOT INTERMEDIATE SCHOOLS ORGANIZED IN SEPTEMBER 1966 INTO EITHER A 6-7-8 OR A 5-6-7 GRADE STRUCTURE. NINE OF THE SCHOOLS SERVE CHILDREN IN ECONOMICALLY DISADVANTAGED AREAS. A SPECIALLY REVISED CURRICULUM WAS INTRODUCED INTO THE PILOT SCHOOLS AT THE SIXTH-GRADE LEVEL. EXTENSIVE TEACHER TRAINING PRECEDED THE PROGRAM. DATA WERE GATHERED ASSESSING (1) THE EXTENT OF INTEGRATION IN THE PILOT SCHOOLS, (2) SCHOOL PERSONNEL AND FACILITIES, (3) SCHOOL ORGANIZATION AND SERVICES, AND (4) CURRICULUM. ALSO EVALUATED WERE THE REACTIONS OF SIXTH-GRADE PUPILS AND THEIR PARENTS TO THE PROGRAM. THE READING ACHIEVEMENT OF SIXTH-GRADE PUPILS IN PILOT AND NONPILOT SCHOOLS WAS MEASURED BY THE METROPOLITAN READING TESTS, BUT NO APPARENT DIFFERENCES WERE FOUND. HOWEVER, THE PROGRAM IN GENERAL SEEMED TO HAVE HAD "SOME SUCCESS." THE GREATEST PROBLEMS WERE LACK OF WELL-TRAINED TEACHERS, HIGH TEACHER MOBILITY, INADEQUATE SCHOOL FACILITIES, STATIC ETHNIC PATTERNS, AND HIGH PUPIL TRANSIENCY. TEST SCORES AND OTHER RELEVANT DATA ARE APPENDED. (AF)

ED019371

UD 005 707

EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

GRADE REORGANIZATION OF MIDDLE SCHOOLS IN THE PUBLIC SCHOOLS SYSTEM

By Edward Frankel

September 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

GRADE REORGANIZATION OF MIDDLE SCHOOLS IN THE PUBLIC SCHOOL SYSTEM

Edward Frankel

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

UD 005 707

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

TABLE OF CONTENTS

Page

I Introduction 1

II Assessment by School Principals 15

III School Organization 22

SECTION A. School Personnel 23

SECTION B. School Physical Facilities 29

SECTION C. Pilot School Structure 31

SECTION D. Sixth Grade Organization 37

SECTION E. School Services 39

IV Curriculum in the Pilot Intermediate Schools 47

V Desegregation and Integration 61

VI Reactions of Sixth Grade Pupils and Their Parents to the Intermediate School Program 77

VII Pupil Performance 86

VIII Summary and Recommendations 92

Appendix A: Tables A1

Appendix B: Instruments B1

Appendix C: Staff List C1

LIST OF TABLES

Number		Page
1	Ethnic Composition of Pilot and Nonpilot Intermediate Schools, October 31, 1966 Census	10
2	Average Size of Sixth Grade Classes in Pilot and Nonpilot Intermediate Schools	11
3	Pupil Average Attendance and Transiency in Pilot and Nonpilot Intermediate Schools	12
4.	Ratio of Pupils to Professional Staff in Pilot and Nonpilot Intermediate Schools	13
5	Types of Grouping by Subjects	35
6	Trends in Desegregation Over a Five Year Period	67
7	Extent to which School Reflects a Pluralistic Ethnic and Racial Culture	74
8	Reading Comprehension Grade Equivalents of Sixth Grade Pupils in Pilot and Nonpilot Intermediate Schools	87
9	Ethnic Composition of Matched Pilot, Nonpilot and Elementary Schools for the Sixth Grade	89
10	Sixth Grade Reading Comprehension Grade Equivalents in Matched Pilot, Nonpilot, and Elementary Schools	90

CHAPTER I INTRODUCTION

A. Background

B. Objectives of the 1966-67 Intermediate School Program

C. Objectives of the 1966-67 Evaluation

D. Description of Pilot Schools

E. Plan of the Evaluation

F. Comparison of Pilot and Non-Pilot Intermediate Schools

GRADE REORGANIZATION OF MIDDLE SCHOOLS IN THE PUBLIC SCHOOL SYSTEM

CHAPTER I. INTRODUCTION

A. Background

On April 28, 1965, the Board of Education adopted a statement of policy concerned with excellence for the schools of New York City which said:

> There needs to be developed a new program of education in this city for the intermediate years of schooling. The exact grades of this new program are not as important as are its nature and content.
>
> One of the most important phases of the education in this period for a pupil will be his introduction to other children who are different from those with whom he associated in his elementary school.
>
> But at or about the fifth grade there must be added to this program an extra ingredient -- the sharing of learning experiences and life values with other children of different races, nationalities and economic status.
>
> The Board of Education, therefore, directs the Superintendent of Schools to produce within the coming school year an intermediate program for introduction in September 1966.[1]

> The basic design for an intermediate school was conceived in December 1965[2] and the Superintendent of Schools, in his recommendations to the Board of Education on grade level reorganization adopted this basic design with slight modification and proposed:

---

[1] Board of Education, Implementation of Board Policy on Excellence for the City's Schools. New York, the Board, April 28, 1965, p. 5.

[2] New York City Public School Committee Recommendations to the Superintendent of Schools, December 20, 1965.

> the establishment of the four-year intermediate school composed of grades 5, 6, 7 and 8. ...the four-year intermediate school appears to be the most effective organization for the middle years of schooling.[3]

The first step in the direction of grade reorganization was taken in September 1965 when the ninth grades of 31 junior high schools were removed and the pupils transferred to the ninth grade of senior high schools, and sixth graders from elementary schools were moved into 27 junior high schools, thus converting them into transitional middle or "Intermediate Schools" with grades six, seven, and eight. These were evaluated by the Center for Urban Education in June of 1966, at the end of the first year of operation.[4]

This new type of organization received the approval of the Board of Education in the spring of 1966 with recommendations that it be introduced in 14 pilot schools by September 1966.[5]

In order to make the educational program of the intermediate schools effective, intensive curriculum modifications and revisions as well as extensive teacher training programs were undertaken during the spring and summer of 1965-66 school year for the September 1966 deadline.

---

[3] Superintendent of Schools, Action for Excellence; Recommendations of the Superintendent of Schools to the Board of Education, January 18, 1966, p. 5.

[4] Center for Urban Education, An Evaluation of the Transitional Middle School in New York City. Evaluation Director, Dr. E. Terry Schwarz, New York, August 31, 1966.

[5] Board of Education of the City of New York, Action Towards Excellence - Grade Level Reorganization, April 6, 1966.

New curriculum materials were developed by twenty-one task force committees of the Board of Education to implement the philosophy and objectives of the Intermediate School program, primarily for grades five and six.[6] An evaluation of these curriculum materials was completed by the Center for Urban Education.[7] A program for training teachers and supervisors in the nature of the intermediate schools, its objectives, procedures and new curriculum was organized and conducted for the staffs of 12 intermediate schools during the spring and summer of 1966. These were the schools designated as pilot schools in which the new progras was introduced in September 1966. The Center for Urban Education was requested to evaluate this teacher training program.[8]

B. Objectives of the 1966-67 Intermediate School Program

The major objectives of the program were described as follows:

1. to cultivate the abilities and encourage the self-fulfillment of students;
2. to meet the individual needs of pupils more effectively;
3. to maintain pupil motivation by providing a curriculum consistent with each pupil's abilities, aptitudes, and needs in modern urban society;
4. to achieve better ethnic distribution in the middle years of school;

---

[6] New York City Public Schools, Primary School, Intermediate Schools Four Year Comprehensive High School. Committee Recommendations to the Superintendent of Schools, December 20, 1965, pp. 38-44.

[7] Center for Urban Education, A Project to Develop a Curriculum for Disadvantaged Students in the Intermediate Schools. Evaluation Director, Dr. C. M. Long, New York, Nov. 1, 1966.

[8] Center for Urban Education, A Project to Provide Teacher-Supervisor Training Needed to Implement in 12 Schools Servicing Disadvantaged Pupils the Philosophy, Objectives, Curriculum, Being Developed for Disadvantaged Pupils in the New Type of Intermediate (Middle) School. Project Director, Marshall Tyree, August 31, 1966.

5. to improve the quality of human relations among students and their skills in living in urban society by providing them with ethnically integrated schools, and to improve pupil attitudes -- especially in relation to image toward other pupils of different ethnic, religious and social groups;
6. to improve academic competence and achievement in relation to the rate of academic growth normally found among educationally deprived children in the intermediate grades.

C. Objectives of this 1966-67 evaluation

The purpose of the present evaluation is to assess this plan as it functioned in the fourteen designated pilot intermediate schools during the first year of the program. This study attempted to determine the extent to which the objectives of the program were realized. Since this was the first year of a new educational program, the evaluation emphasized movement toward, rather than achievement of, objectives.

D. Description of Pilot Schools

The intermediate program was introduced into fourteen schools in September 1966, which were designated as the pilot intermediate schools.[9] The schools were located in four boroughs -- five in Manhattan, one in the Bronx, three in Brooklyn and five in Queens. Of all the pilot schools, four were housed in new buildings and ten in regular junior high schools. Nine of the schools served economically disadvantaged children and were designated as "special service" (S.S.) schools.

The grade structure in nine of these schools was 6-7-8, although ultimately the intermediate school structure may be 5-6-7-8. The schools were organized into subschools; these are described later in the study. The new, revised curriculum was introduced at sixth grade level in (1966-67) and is scheduled to proceed to the seventh and eighth grades in sequence. This curriculum included new subjects such as typing, foreign language and urban living.

---

[9] In some instances, hereafter, only 13 pilot schools are referred to in in the report. Data could not be obtained, consistently, from one school (12U) because of pending administrative changes within that school.

The implementation of this curriculum required continuous teacher and supervisory training which preceded the introduction of the program in September 1966 and continued into the fall of 1967 as a series of six workshops.

Feeder patterns were established wherever possible, to achieve a more integrated setting than existed in the neighborhood schools.

Additional data for each of the pilot schools such as grade structure, school register, ethnic composition, special service designations, and location were also compiled.[10]

In order to maintain anonymity in this study, the pilot schools have been designated according to a code and are referred to as 2B, 21G and so forth.

E. Plan of the Evaluation

The present evaluation was designed as a three stage procedure: initial study, follow-up study and summary study.

1. Initial Study

The aim of this first stage was to obtain detailed information concerning 14 pilot schools at the inception of the program. Data were obtained assessing the objectives of the program, adequacy of school personnel and facilities, school organization and available services, curriculum, extent of desegregation and integration, and parent and community participation.[11]

---

[10] These are found in Appendix A1.

2. Follow-Up Study

In the second phase of this study, the schools in operation were assessed with particular emphasis on the sixth grade, the level at which the program was focused. This included a follow-up of those areas previously assessed in the initial study, to note what changes had taken place in this interim period.[12] Feeder school patterns were also assessed.[13]

In addition, intensive studies were conducted in six of the pilot schools considered to be a representative sample. Here the evaluation was directed toward social work and psychological services, teacher evaluation of the new subject areas of the curriculum, observations of the integration process by staff members, as well as parent and student reactions to the program.[14]

3. Summary Study

In this final stage, progress in reading achievement of sixth grade pupils in pilot, nonpilot and elementary schools was compared, based upon performance on citywide tests.

---

[11] Letters to Principals of Pilot Schools and questionnaires for the initial studies are found in Appendix BI.

[12] All instruments used in Follow-up Study are found in Appendix BII.

[13] Instruments for feeder school study are found in Appendix BIII

[14] Instruments for Parent and Pupil Reaction Study are found in Appendix BIV.

Sources of Data and Instruments[15]

The data used for this evaluation included official school records as well as responses to questionnaires, interviews and checklists of school administrators, guidance and service personnel, teachers, pupils and parents. The descriptions that follow refer to surveys made in all but one of the 14 pilot schools.[16]

1. Questionnaire on Objectives of the Program:

   During the 1966 fall semester, principals of the pilot schools expressed their views via questionnaires and interviews of the immediate and long range objectives of the Intermediate School Program.

2. School Survey:

   Early in the school year, principals assessed the adequacy of organization, personnel, facilities and curriculum materials. In April of 1967, they assessed changes, in response to a follow-up questionnaire.

3. Ethnic Survey:

   The ethnic composition of each school, and of its sixth grade population, were obtained from the schools as well as from the official survey of the Board of Education of October 31, 1966.

4. Desegregation and Integration Assessment:

   In November of 1966 and again in the spring of 1967 a survey was made to determine the extent of desegregation and of integration in the pilot schools. A survey of feeder schools was made to ascertain the effect of feeder patterns on the ethnic distribution of pilot receiving schools.

---

[15] All instruments discussed in this section are found in Appendix B.

[16] The omitted school was one for which complete data could not be obtained because of changes in supervisory personnel.

5. Guidance and School Appraisal Services:

Guidance counselors responded to questionnaires assessing the needs of, and services available to, sixth grade pupils.

6. Sixth Grade Organization Survey:

Responses to questionnaires by assistants to principal (who supervised the sixth grades), assessed the effectiveness of organization and functioning of sixth grade classes.

7. Attendance and Transiency Study:

These data were obtained from school reports submitted to the Board of Education throughout the school year.

8. Staff and Class Data:

Average class size, number of professionals in each school, the percentage of regularly appointed teachers, and the years of teaching experience were obtained from official Board of Education records.

The descriptions that follow refer only to the six pilot schools, in which more intensive studies were conducted.

1. New Curriculum Appraisal:

Teachers of typing, foreign language and urban living in the six pilot schools assessed their curricular areas by responding to questionnaires and interviews.

2. Integration:

Teamsof staff members observed and recorded on observational schedules, data related to pupils, staff members, instructional materials and exhibits related to integration.

3. Pupil Checklist:

A pupil checklist to obtain reactions of sixth grade pupils to their school, its program and its effect on their self-image was administered by the evaluators, to two classes in each of the six pilot schools.

4. Parent Checklist:

An anonymous checklist, in Spanish and English, was distributed to the parents of the pupils in the two classes referred to above. Its purpose was to obtain parent reactions to the program.

5. Pupil Performance Analysis:

Sixth-grade-reading comprehension scores on citywide standardized tests for September 1966 and April 1967 were collected and analyzed. Gains in reading comprehension among sixth graders in the six pilot schools were compared with those of sixth graders in six ethnically and socioeconomically comparable non-pilot schools. Another reading comprehension comparison was made between pilot school pupils, non-pilot school pupils and sixth graders in ethnically and socioeconomically similar elementary schools.

F. Comparison of Pilot and Nonpilot Intermediate Schools

Since this study involves both pilot and nonpilot schools, it is necessary to point out the similarities and differences between them. Both pilot and nonpilot schools have a 6-7-8 grade structure. However, the pilot schools have a sixth grade curriculum which includes some newer subjects such as typing, foreign language, and urban living. Pilot schools received additional staff, language laboratories, special supervision, curriculum workshops, and materials. In addition to analyzing the organization, curriculum and supporting services, it is necessary to consider other differences that might affect the implementation of the program.

1. Ethnic Composition of Pilot and Nonpilot Intermediate Schools

The ethnic composition of pilot and nonpilot schools was compared and is summarized in table 1.

Table I

Ethnic Composition of Pilot
and Nonpilot Intermediate Schools
Oct. 31, 1966 Census

No. of Schools	No. of Pupils	Total Population Percentages			No. of Pupils	Sixth Grade Population Percentages		
		P.R.	N.	O.		P.R.	N.	O.
Nonpilot-30	44,181	27.5	42.5	30.0	11,821	31.7	44.9	23.4
Pilot-14	19,358	22.5	38.4	39.1	4,620	21.9	35.2	42.9

. . . .

As can be seen from Table I, in the 30 nonpilot schools, there were 5 per cent more "Puerto Rican", 4 per cent more "Negro" and 9 per cent less "other" than in the pilot schools. The sixth grade nonpilot population differed even more, with about 10 per cent more "Puerto Rican", 10 per cent more "Negro," and about 20 per cent less "other" in the pilot schools.[17]

It was found that 4 of the fourteen pilot schools were segregated[18] as compared to 15 of 30 nonpilot schools. Thus, less than one third of the pilot schools and one half of the nonpilot schools were segregated schools.

2. Average Class Size

The average size of sixth grade classes in pilot and nonpilot schools was compared, using the October 31, 1966 census and the attendance reports for the second attendance period (October 17 to November 18, 1966) and the sixth period (March 6 to April 14, 1967). The attendance reports provide data about class size, in the middle of each school term, and therefore indicated the trend for the entire school year.

These findings are summarized in Table 2.

Table II

Average Size of Sixth Grade Classes
in Pilot and Nonpilot Intermediate Schools

	Oct. 31, 1966	Period II	Period VI	Difference II VI
Pilot	27.3	27.6	27.0	-0.6
Nonpilot	26.9	26.8	26.1	-0.7
Diff. (P-N.P.)	+0.4	+0.8	+0.9	

. . . .

---

[17] The ethnic census of the sixth grade pilot groups are in Appendix A2.

[18] These schools had 10 per cent or less (0) white pupils.

Table II shows that sixth grade classes in the pilot schools were consistently slightly larger, throughout the school year, than those in the nonpilot schools. The October 31, 1966 figures indicated that the pilot classes averaged 0.4 more pupils. However, this difference was not statistically significant. During the second attendance period this difference rose to 0.8, and during the sixth period to 0.9 pupils, which was also not statistically significant.

3. Pupil Attendance and Transiency

The attendance and transiency of pupils in the pilot and nonpilot schools were also studied. Average attendance percentages and average transiency percentages for the second and sixth attendance reporting periods were calculated and compared. Table III summarizes these findings.

Table III

Pupil Average Attendance and Transiency
in Pilot and Nonpilot Intermediate Schools

	Period II		Period VI	
	% Attendance	%Transiency	%Attendance	%Transiency
Pilot	91.2	6.0	85.6	4.4
Nonpilot	89.5	12.1	86.1	5.8
Diff (P-N-P)	+1.7	-6.1	-0.5	-1.4

. . . .

From Table III, it is evident that attendance in the pilot schools during the second attendance period was 1.7 per cent higher than in the nonpilot schools and that pupil transiency was 6.1 per cent less. During the sixth period, average per cent attendance in the pilot schools declined by 5.6 per cent and by 3.4 per cent in the nonpilot school. Per cent of pupil transiency was 1.4 per cent less on the average, in the pilot schools as compared with the nonpilot school.

4. Professional Services

One of the goals of the intermediate program was to maintain a ratio of 15 pupils per professional staff member. The professional staff included classroom teachers, supervisors and administrators, specialists, guidance personnel, librarians, laboratory assistants, and audio-visual personnel.

Based on Oct. 31, 1966 data obtained from the Junior High School Office of the Board of Education, a comparison was made of professional services in pilot and nonpilot schools. These findings are given in Table IV.

Table IV

Ratio of Pupils to Professional Staff
in Pilot and Nonpilot Intermediate Schools

	No. of Prof. Staff	No. of Pupils	Ratio
Pilot	1358	18,911	13.9
Nonpilot	2956	42,793	14.5

. . . .

Table IV indicates that there was a slightly better ratio of pupils to staff in the pilot than in the nonpilot schools, 13.9 pupils to each staff member as compared to 14.5. This difference in ratio was not statistically significant. Among the pilot schools, four exceeded fifteen pupils per professional, while among the nonpilot, there were nine such schools.

5. Percentages of Regular Teachers and Length of Service

The faculties of the pilot and nonpilot schools were compared for percentage of regular teachers and length of service. It was found that

59.7 per cent of the teachers in the pilot schools as compared to 49.4 per cent in the nonpilot schools were regularly appointed teachers; that is, there were 10 per cent more regular teachers in the pilot schools, a difference that was statistically significant. About half the teachers in the nonpilot schools were substitutes.

With respect to length of service, 61 per cent of the teachers in the pilot schools had been teaching four years or more, and 57.5 per cent of those in the nonpilot schools had been in service for this period. This difference was not statistically significant.

CHAPTER II - ASSESSMENT BY SCHOOL PRINCIPALS

A. Background Information on Principals

B. Assessment of Program Objectives

C. Obstacles to Implementation

D. Suggestions

E. Discussion

CHAPTER II - ASSESSMENT BY SCHOOL PRINCIPALS

The first step in the evaluation was to obtain from the principals of the intermediate pilot schools, their reaction to the stated objectives of the program as they appear in the project description. To this end, an interview schedule and questionnaire were prepared, in cooperation with the Research Liaison Committee for the Intermediate Schools, of the Board of Education.[1] The questionnaire responses served as a basis for subsequent interviews with the principals of the pilot schools. The questionnaire, in addition to seeking the principals' assessment of the I.S. program objectives, also requested information on their professional background.

A. Background of Pilot Intermediate School Principals: There were twelve male and two female principals in these pilot schools. The responses indicated that these principals were experienced administrators with a substantial background of teaching and supervisory experience in the New York City schools. Half of them had been principals for five years or less; the others had served seven to twenty years in this position. Thirteen of the principals had been serving at their present schools, since, or prior to, the grade reorganization (which occurred in September 1964 in 1 school, in September 1965 in 7 schools, and in September 1966 in 6 schools). Only one principal was newly assigned, as of 1967.

---

[1] Copies of the cover letters and the Principals' Questionnaire on Objectives are found in Appendices BI (a-c).

Eleven of these supervisors indicated prior service, as principals of other schools, ranging from one half year to 13 years or an average of 6 years. Ten had served as assistants to principals and one as department chairman, for a period averaging over six years. Their prior classroom teaching experience ranged from 5 to 19 years with an average of more than 10 years.

B. Assessment of Program Objectives

Since one of the purposes of the evaluation was to help clarify the immediate and long-range objectives of the intermediate schools, each principal was presented with a statement of the five basic objectives of the Intermediate School Project and asked to respond to the two following questions:

1) Which objectives is the school (a) best prepared, (b) least prepared, to achieve?

2) Which objectives are (a) deemed realizable in the current year, and (b) which objectives must be regarded as long-range?

The five objectives, restated below, are followed by the number of principals among the 14 pilot intermediate schools, who reacted in a particular way to the questions posed. It is to be noted that not all principals responded to each of the questions.

	Question I			Question II		
I.S. OBJECTIVES	Best Prepared	Least Prepared	No Resp.	Realizable This Year	Long Range	No Resp.
A. To cultivate the abilities and encourage the self-fulfillment of students.	6	2	6	5	3	6
B. To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude, and needs.	7	2	5	5	3	6
C. To achieve better ethnic distribution in the intermediate grades.	7	-	4	5	2	7
D. To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self-image and in relation to other pupils of different ethnic, racial, religious or social groups.	5	3	6	4	3	-
E. To improve academic achievement in relation to the rate of growth normally found among educationally deprived children in grades 5 through 8.	6	3	5	5	4	5

Responses

Principals were fairly well divided as to which of the five objectives of the program their school was best prepared to achieve. Half the principals chose pupil motivation and ethnic distribution. The smallest number of principals chose integration. About one third failed to assess the objectives.

The second question dealing with immediate and long-range objectives received fewer responses than the first question; 40 per cent did not answer. Of those responding, they were equally divided as to which of the five objectives could be realized this year.

One principal indicated orally that he could not realistically indicate objective C (To achieve better ethnic distribution...) as a realizable abjective, in view of the school's segregated neighborhood and the ethnic composition of all his feeder schools. Other principals felt that an objective like D (To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self image and in relation to other pupils of different ethnic, racial, religious or social groups) was difficult to subscribe to because it was dual in intent, and a principal might subscribe to one part of it without the realistic hope of attaining the other. (For example, where a principal wished to help improve pupil attitudes in relation to other ethnic, racial, religious and social groups, but could not provide a truly integrated school situation under existing conditions, he avoided the choice of this objective, as being unrelated to his school's status.)

C. Obstacles to Implementation

Other questions posed to these I.S. principals offered significant data which should be considered in the future development of these schools. When asked to state the major difficulties experienced or anticipated, they cited factors which are listed below (in order of frequency).

1. Inadequate provision for continued teacher-training as the program expands.
2. High degree of teacher mobility.
3. Relative inexperience of large proportion of staff.
4. Inadequacy of physical plant.
5. Overcrowding
6. Apparent static ethnic distribution due to neighborhood segregation and feeder school pattern.
7. High percentage of pupil mobility.
8. Community pressures and neighborhood stress.
9. Difficulties in obtaining adequate equipment and supplies.
10. Violence on bus transporting pupils to and from school.

D. Suggestions

In response to a request for suggestions to the evaluators in assessing the project, some principals offered the following:

1. Any plans for continuation or expansion of the various facets of the program should be shared with principals of Pilot I.S. project schools as soon as possible, so that they (the principals) may anticipate next year's needs and be more knowledgeable in response to parents' questions.
2. Consideration of school plant limitations as factors delaying the introduction of team-teaching and special enrichment activities.

3. Comparison of 6th grade achievement in pilot schools with that of similar classes in non-pilot junior high schools as well as in elementary schools having the 6th grade.
4. Consideration of the need for involving parents and pupils, as well as school staffs, in the innovations of the I.S. program.
5. Recognition of the fact that all facets of the program need not be launched simultaneously.
6. Evaluation of the factors of teacher skills and attitudes.
7. Inclusion of some assessment of pupils' aspirational levels in the evaluation.
8. Consideration of the influence of the school on the community.

There was some mention of such items as: vagueness in Board of Education directives, lack of supervision on the school bus, parental resistance to the program, segregation in the staff and, finally, just "red tape." A number of principals felt that "time" was a vital concomitant of the full realization of the Intermediate School Program.

E. Discussion

There was a wide scatter of principals' reactions to the most significant objectives of the Intermediate Schools Program as well as to their hopes for present or future realization of these objectives.

There was, however, considerable agreement on the major obstacles, experienced or anticipated, in relation to the realization of their objectives. These were: lack of qualified, well-trained experienced teachers, high teacher mobility; overcrowded and inadequate school facilities; static ethnic patterns; and high pupil transiency.

CHAPTER III - SCHOOL ORGANIZATION

Section A - School Personnel

1. Initial Study
    - (a) Assignment of Personnel
    - (b) School Experience Index
    - (c) School Survey

2. Follow-Up Study of Personnel

Section B - School Physical Facilities

1. Initial Study
2. Follow-up Study
3. Recommendations
4. Discussion

Section C - Pilot School Structure

1. Grade Organization
2. Pupil Population
3. Subschools
4. Grouping
5. Team Teaching

Section D - Sixth Grade Organization

1. Source of Data
2. Assessment of Departmentalization
3. Problems of Teachers
4. General School Problems
5. Personal Reactions of Assistant to Principals
6. Contemplated changes

Section E - School Services

1. Introduction
2. School Services
    - (a) Guidance
    - (b) School Social Worker
    - (c) School Psychologists

3. Discussion

CHAPTER III

SCHOOL ORGANIZATION

A. School Personnel

The staffing of the pilot intermediate schools was based on recommendations made to the Superintendent of Schools and implemented by the Board of Education. These recommendations stated that:

> "The success of the Intermediate School program will depend upon an adequate, well trained staff. In determining a ratio, the number of classroom teachers is most important. In addition, each school should have guidance counselors, corrective reading teachers, a speech teacher, an attendance teacher, librarians, laboratory assistants, and a teacher skilled in audio-visual instructional procedure who will function as a teacher-librarian. The services of social workers, psychologists, and psychiatrists from appropriate bureaus should be supplied to the degree needed. A professional ratio of 1 to 15 is the objective."[1]

The objectives of the project (ESEA Title I) formed the basis for evaluating the special services being provided in the Pilot Intermediate Schools. The description of the project stipulated that the Intermediate schools would "require the setting up of new and special testing and guidance services,for remedial work, for subject specialists and for human relations consultants." The project envisioned a staff to include "teacher-supportive personnel." It was assumed that these would include school social workers, school psychologists, guidance counselors as well as personnel to assist in the library, auditorium and cafeteria.

This evaluation attempted to determine the progress being made in staffing the pilot intermediate schools with personnel working toward the implementation of the objectives of the program.

---

[1] Ibid. P. 45; Committee Recommendations to the Superintendent of Schools. December 31, 1965.

Data on the allotment of school personnel for the current year were obtained from the Junior High School Office of the Board of Education. The adequacy of these allotments was assessed by the principals of the pilot schools. Toward the end of the school year, there was a follow-up study of personnel. In addition, an in-depth analysis of services was undertaken, limited to the guidance counselors in the pilot schools, and the school psychologists and school social workers in six selected pilot schools. Questionnaires and interviews were the methods used to collect data.

I. Initial Study

(a) Assignment of Personnel

An analysis of the personnel allotments to the pilot schools based on the October 31, 1966 report of the Board of Education revealed that there were, on the average, 13.9 pupils per professional member of the school staff. This ratio ranged from 10.3 to 17.5, with four schools having more than the 15 to 1 ratio, the goal set by the Board of Education.[2] The professional staff included in this calculation were the principal, assistant to principal, chairmen, classroom teachers, quota teachers, specialists, coordinators, librarians, and audio-visual personnel. It did not include teachers of special education, school psychologists, social workers, or health personnel.

---

[2] A table presenting Ratio of Pupils to Professional Staff Members in Pilot Intermediate Schools is found in Appendix A3.

(b) School Experience Index

Data describing the percentages of regularly appointed teachers in a school and also the percentages with more than three years of teaching experience were obtained from the Bureau of Educational Program Research and Statistics.[3]

Regarding regular appointments, the faculties of the 14 pilot schools consisted of an average of 59.7 per cent regular teachers, with a range from 44.9 per cent to 76.7 per cent. No relationship was found between the age of a school and the percentage of regular teachers on the faculty. In the four new schools, the percentages of regular teachers were 76.7 per cent, 73.9 per cent, 66.7 per cent, and 49.4 per cent.

The percentages of teachers with at least three years of experience averaged 61.0 per cent for the 14 pilot schools. The lowest was 45.6 per cent and the highest, 71.2 per cent. In the four new schools, these percentages were 55.3 per cent, 64.8 per cent, 63.8 per cent, and 45.6 per cent. In one of the new schools, over three fourths of the teachers were regularly appointed, but less than half had been teaching for at least three years.

(c) School Survey

A few months after the program was in operation in the 14 pilot schools, a survey was made to determine the adequacy of the personnel allotment and to pinpoint manifest inadequacies.

---

[3] This table appears in Appendix A4.

The principals of each of the 14 pilot schools received a questionnaire in November 1966 which contained a check list for indicating the adequacy of the number of assigned personnel in twenty different categories.[4] The following factors were assessed:

Supervisory Staff: In assessing supervisory personnel, ten of the principals were satisfied with the number of assistants to principal assigned to their school, and four indicated a need for additional positions in this category. Only two indicated a sufficient number of department chairmen.

Teacher Supportive Professional Personnel: The majority of principals indicated adequate staffing of guidance counselors, librarians, audio-visual personnel and laboratory assistants. Inadequacies existed in all the other categories.

The following is a list, in rank order, of the ten most inadequately staffed categories reported by the principals of the 14 pilot schools:

1. School nurses
2. Dentists
3. Doctors
4. Social workers
5. Psychologists
6. Speech teachers
7. Attendance teachers
8. Human relations coordinator
9. Departmental chairmen
10. Non-English teachers

The greatest deficiency was in the area of health services. These personnel (nurses, doctors, and dentists) are not assigned to the schools by the schools by the Board of Education. They are in the province of the Department of Health.

---

[4] See Appendix BI(d).

The shortage of psychologists and social workers in the schools stems from the fact that they are assigned on a one or two-day-a-week basis by the Bureau of Child Guidance. The principals found that this was inadequate in terms of the needs of the schools.

Only two of the nine schools with a substantial number of Puerto Rican pupils had a non-English teacher.

In response to the question on adequacy of the teaching staff, the factor of teacher quality (inexperience, substitute, out-of-license) was cited frequently as a major source of dissatisfaction.

This may be the result of the newness of the intermediate school program and the consequent lack of teachers specifically licensed for this level. Staff is drawn from the elementary and junior high schools.

Teacher-Supportive Paraprofessional Personnel: Principals reported an inadequate number of lunchroom aides and clerical assistants.

II. Follow-up Study of Personnel

In the follow-up spring survey,[5] about half the principals reported new staffing problems. Four schools faced difficulties as the result of staff mobility (transfers and leaves). Experienced teachers were replaced by inexperienced teachers in some instances. In at least one school, teachers had been assigned to teach subjects out-of-license. One school reported difficulty in adequately staffing the humanities program, another found it necessary to dismiss an ineffective mathematics teacher, and still another reported that it was more difficult than ever to obtain substitute teachers.

---

[5] For questionnaire, see Appendix BII(b).

In response to the question "Have you been able to find solutions for some of the staffing problems of last term,?" seven principals replied affirmatively. In one instance, the district superintendent assigned additional "above quota" teachers in two schools, the appointment of common branch (elementary license) teachers was cited and, in another, the liberalized transfer privileges to the intermediate schools was mentioned.* Some solutions, reflecting initiative at the school level, were the conducting of a good in-service program, and the use of colleges and other outside sources for assistance in recruitment of staff members.

---

*See Memoranda to Assistant Superintendents and Principals of Day Elementary and Junior High Schools dated May 10, 1966 and March 9, 1967. These memoranda permit one teacher to transfer to designated schools, "above the 57 per cent quota from a school below index" and two teachers from a school above index.

The 1966 memorandum designated the Pilot Intermediate Schools as schools to which the liberalized policy applied; only two such schools are designated in the 1967 memorandum.

III. Discussion

Although the Board of Education achieved its objectives of a fifteen to one ratio of pupils to assigned professional personnel, the reports of the principals revealed some serious gaps in staffing. Some of deficiencies were beyond the control of the Board of Education, such as in the case of health personnel. In other cases, the inadequacies became more apparent as the program developed. For example, only two out of nine schools with substantial numbers of Puerto Rican pupils had non-English teachers. It appears that more than a statistical ratio is needed to provide schools with the personnel required to implement the program.

B. School Physical Facilities

1. Initial Study

In November 1966, the principals were asked to assess 21 basic facilities in terms of their adequacy in meeting the objectives of the Intermediate School Program.[6]

The facilities most frequently cited as adequate included after-school work rooms, auditoriums, shops, gymnasiums, art rooms, and typing rooms. The most serious deficiences were in conference rooms, guidance rooms, team-teaching rooms, teachers' work rooms, administrative offices, audio-visual rooms, and science rooms. A number of schools indicated the need for additional classrooms to fulfill all the requirements of the new intermediate school curriculum. The newly constructed schools were generally described as meeting more of the intermediate school needs but, even in these newer schools, some inadequacies were reported. Several principals voiced the hope that they might be consulted on future I.S. building plans, so thay they might make recommendations based on actual experience.

---

[6] See Appendix BI(d).

2. Follow-Up Study

No new problems in facilities were reported in this follow-up study.[7] Six schools indicated an intensification of existing problems of space, and four mentioned inadequate facilities for team-teaching activities. One school anticipated difficulties in planning for next fall, in view of projected increases in enrollment.

3. Recommendations

Regarding solutions to problems reported in the initial survey, one principal reprogrammed his school in order to make fuller use of the auditorium, gymnasium, and library for team-teaching and large-group instruction. Another, who answered "no" to the question of having found satisfactory solutions, reported that thirteen classes had been placed on part-time session in order to permit all classes to meet in regular classrooms.

---

[7] See Appendix BII(b).

Suggestions of the administrators were: six recommended building alterations as a solution. Others suggested installation of sliding wall panels, partitioning a large room and a teachers' washroom for office space for Bureau of Child Guidance personnel, and conversion of a clothing room to an all-purpose home economics room. Several indicated a desire to see already approved plans come into early fruition, and one stated that any improvement would require extensive building modifications. Three respondents suggested a decrease in school enrollment as a solution to their problem of limited facilities.

4. Discussion

To the extent that existing facilities in the intermediate schools delimit educational practice, they should be altered. New buildings should be planned for adaptability to a wide range of organizational plans and teaching strategies. While decreased enrollments, and underutilization of facilities would help, they might result merely in the transfer of the problem to another sector of the system, unless additional new facilities are made available. Such vital aspects of the intermediate school program as the sub-school and team-teaching should be provided for in planning of new school buildings.

C. Pilot School Structure

In its proposal for the organization of intermediate schools, committee recommendations to the Superintendent of Schools[8] included

---

[8] Primary School, Intermediate School Four Year Comprehensive High School. Committee Recommendation to Superintendent of Schools, December 30, 1965. New York City Public School, 34-36.

5 - 6 - 7 - 8 or 6 - 7 - 8 grade structure in the pilot schools. It also recommended the establishment of subschools - subdivisions of the entire student body, each subschool to represent a cross-section of the total school population by age, ability and talent. In addition, the plan suggested flexible grouping approaches such as team-teaching and varied forms of departmentalization.

1. Grade Organization: Although the ultimate grade structure of the intermediate school may include grades 5 - 8, at present the majority of schools (10) encompassed grades 6 - 7 - 8; some, in addition, had a few ninth grade special progress classes for gifted pupils; two of the newer schools were organized to include grades 5 - 6 - 7; and one school lacked a sixth grade for 1966-7 (it consisted of grades 7 - 8). The majority of the principals indicated satisfaction with their current grade structure.

2. Pupil Population: Intermediate school registers ranged from just under 700 to a high of 1800 with a median of about 1500 pupils. Principals of schools with high registers, generally indicated a concomitant crowding which they deplored. Most expressed the hope for a decrease in next year's register.[9]

3. Subschools: All but one of the pilot schools have made some effort to establish the subschool pattern proposed by the Board of Education; that is the organization of several smaller units within the

---

[9] Data obtained from the School Planning and Research Division indicated that the 14 schools were 98 per cent utilized; half were less than 100 per cent and the other half more than 100 per cent, with a range from 40 per cent in one new school, to 134 per cent, in another new school.

large intermediate school, each subschool representing a cross-section of the total school population with respect to age, ability and talent. In addition, pupils who were assigned to each subschool came from as many primary feeder schools as possible, in order to further integrate pupils of varied background. The subschool provided pupils with a smaller school setting that allowed for greater intensity of pupil interaction.

Seven schools reported that they had conformed completely to the proposed subschool pattern, five partially, and one, not at all. There was evidence of varying interpretation by principals, of the structure of the subschools. In some schools pupils were assigned to subschools alphabetically from feeder schools, and in other schools, assignment was based on guidance and performance data.

The principals of twelve of the intermediate schools rated the organization of their subschools as "good" or "excellent" but few respondents accepted the invitation to make further comments in this regard. One principal cited the advantages of alternate programs to that described by the Board of Education proposal for subschools; while another, who rated the program as fair, commented, "Teachers not sufficiently receptive nor prepared." In response to questions regarding subschools, it seemed evident that the schools are planning organizational changes, but only three comments concerning these changes were received: two of them emphasized conformance to heterogeneous class grouping, while the other planned for homogeneous grouping in home room classes.

4. Grouping

Flexibility in grouping is recognized as a desirable aspect of the intermediate schools. The Report of the Intermediate or Middle School Committee states:

> The programs will bring children into a variety of instructional groups...While some of these activities will be conducted in heterogeneous groups to insure contacts with a variety of pupils, other activities will be organized homogeneously to enable children to work with others at their ability and achievement levels.[10]

At the time of the initial survey, no consistent grouping policies seemed to be in operation in all I.S. schools. Official sixth grade classes were, in general, heterogeneously grouped. The subject areas in which homogeneous grouping, that is, according to ability, was prevalent, were mathematics and language arts. In other areas, grouping was largely heterogeneous. Several principals indicated that some teachers and many parents had reservations regarding the desirability of heterogeneous grouping. Nevertheless, the principals said that administrative efforts had been made to provide as great a commingling of pupils as possible, through heterogeneous groupings in various facets of the I.S. program.

The types of groupings used in various subjects areas, as reported by the assistants to principals in the spring survey are shown in Table 5.

---

[10] "The Intermediate School." Committee Recommendations to the Superintendent of Schools, December 20, 1965, p. 37.

Table 5

Types of Grouping by Subjects

	Lang. Arts	Math	Science	Social Studies	For. Lang.	Typing	M. Art H. Ed.	Other
Homogeneous	8	11	2	1	0	0	0	1
Heterogeneous	1	0	4	7	10	10	12	3
Combined	3	1	3	3	0	0	0	2
*Modified Homogeneous	0	0	3	1	2	2	0	0

Combined indicates homogeneous grouping in some subject areas and heterogeneous grouping in others.

*Modified homogeneous (variously explained as grouping affected by "guidance" or "disciplinary reasons"; regrouping for language choices, electives, and team teaching.)

Table five indicates that the Pilot Intermediate Schools are using flexibility in grouping. Homogeneous grouping, occurs most frequently in mathematics and language arts, infrequently in science and social studies, and not at all in other subjects. The mode is heterogeneous grouping with instances of combined or modified groups.

For the typical sixth grade pupil, two-thirds of his classes are heterogeneously grouped and one-third homogeneously grouped.

Although the effectiveness of the grouping was almost unanimously rated as "good," seven respondents reported that changes were contemplated. The changes listed would result in an increase in homogeneous groupings, in acceleration, enrichment, and honors programs, and in curricular changes for corrective and remedial work (e.g. reduction of time spent by slow learners in Foreign Language and increase in time spent in Language Arts.) Two schools were planning to limit class movement by having pupils spend extended periods with one teacher.

5. Team-Teaching

At the beginning of the school year, some efforts at team-teaching were initiated in half of the schools. These efforts were generally described as large-group situations, in a specific subject area, where a team of teachers planned and gave instruction to the group. Principals of the pilot schools expressed some reservations as to the present readiness of most teachers to do effective team-teaching. Some indicated inadequate physical facilities for the group planning needed for team teaching. One school reported abandoning, for this year, its effort to set up a viable team-teaching program. All in all, achievement seemed spotty, and further thinking and planning was indicated as needed in this area. Toward the end of the school year, the picture seemed a bit brighter. Team-teaching was found (in rank order) most often in social studies, language arts, science, mathematics, humanities, and not at all in foreign language and typing.

The number of teams teaching a subject ranged from one to four, with two or three teams, of four members each, being the most common pattern.

In 13 schools reporting, teaching teams were engaged in planning the program; in 12 of these schools, large group instruction was the form of team teaching; most of the schools indicated that they used this large group instruction to achieve flexibility in utilizing the special abilities of teachers. In three schools, membership on a team was based on membership in a department which engaged in team-teaching, while in others the bases for selection were varied such as, background that is training and experience; willingness to participate, and interest evidenced by a teacher.

D - Sixth Grade Organization

1. Source of Data

In addition to obtaining data from the principals of the pilot schools regarding initial organization, a more specific evaluation of the sixth grade organization was undertaken in April 1967 as a follow-up survey. Data were obtained by questionnaires addressed to the assistants to principal assigned to supervise the sixth grade program in the pilot intermediate schools.[11]

Assistants to Principal Background Data -- The questionnaire was completed and returned by 14 Assistants to Principal representing 12 or the 13 pilot intermediate schools which were evaluated. The respondents consisted of 8 men and 6 women. Five had been in their present position for one year or less and half for more than four years. For about half, the present assignment was their initial experience in this position. All but two had been elementary school teachers for an average of eight years before being appointed as assistants to principal.

2. Assessment of Departmentalization

In response to a question concerning problems created for pupils by their transfer to intermediate schools, 11 schools indicated problems relating to various aspects of the departmentalized program. One school cited movement of 6th grade pupils during changes of period, another found its 42 minute period too long for the average 6th grade pupil's attention span, one respondent reported no problems. (It might be noted here that, in pupils' responses concerning departmentalization, nine out of ten sixth graders preferred it to the elementary school practice.)

---

[11] A copy of this questionnaire is to be found in Appendix BII(c).

3. Problems experienced by Teachers

Ten assistants to principal indicated that teachers' relations to 6th grade pupils presented some problems. Eight schools described this as a problem of teacher adjustment to a younger age group. Two of them described the problem created by the large number of pupils with whom the teacher was expected to relate. Four respondents cited the need for more teacher training, and one indicated that some teachers were spread thin "by working in as many as there subject areas." The same respondent who reported no pupil problems, indicated no problems for teachers.

4. General School Problems

Three of the schools cited problems resulting from "overcrowding." Such problems as "too few rooms," "space for teams," and "room space to keep sixth grade pupils from travelling excessively," were mentioned by individual respondents. Also mentioned, were "selling" the program to teachers and parents, adaptation to the new program, orientation and training of new teachers, need for additional time for teacher planning, need for improved instructional materials, and finally the distances pupils had to travel.

5. Personal Reactions of Assistants to Principal

The responses to a question concerning their own reactions to the admission of 6th grade pupils included such widely diverse opinions as:

"Sixth graders should be in the intermediate schools" (indicated by 9).

"This should have been done long ago" (indicated by 3).

"It is difficult to evaluate at this point" (indicated by 5).

"Sixth graders should be in elementary schools" (indicated by 3).

6. Contemplated Changes

One half of the schools reported on their respective plans and prospective changes for next year. These comments included:

"Keep the groups together in all areas of the curriculum."

"More continuity of pupils with one teacher. Grouping consistent throughout the day."

"Elimination of captive lunch period (when 6th graders had to eat lunch within the school) and restoring a home room period at 12:45 P.M.

"Planning for accelerated and enriched program."

"More homogeneity in social studies, science and foreign language."

"Modified grouping in science."

E - School Services

1. Introduction

The description of the project stipulated that the Intermediate Schools would "require the setting up of new and special testing and guidance services for remedial work, for subject specialists and for human relations consultants." The project envisioned a staff to include "teacher-supportive personnel."

In planning the intermediate school program it was recognized that the success of the program depended upon an adequate, well-trained staff. It was recommended to the superintendent of schools that "each school should have guidance counselors, corrective reading teachers, a speech teacher, an attendance teacher, librarians, laboratory assistants, a teacher skilled in audio-visual instructional procedure who will function as a teacher-librarian. The services of social workers, psychologists, and psychiatrists from appropriate bureaus should be supplied to the degree needed. A professional ratio of 1 to 15 is the objective."[12]

a) Initial Survey

In November 1966 the 14 Intermediate School principals were asked to assess the adequacy of the services that were made available to their schools that year. They reported an insufficient number of remedial teachers, human relations counselors, speech teachers, attendance coordinators, social workers, psychologists, doctors, dentists and nurses.

In all other areas they indicated an adequate number of staff members.

b) Follow-up Study

In the Spring of 1967, an evaluation of the guidance counselor services was conducted in all pilot schools, and of the psychological and social work services in six selected schools.

The section which follows summarizes the findings and the recommendations suggested by staff personnel.

---

[12] Committee Recommendations to the Superintendent of Schools. December 31 , 1965. p. 45.

2. School Services

Since a study in depth of each of the categories of school services could not be conducted within the limits of this evaluation, three were selected for intensive analysis - services rendered by guidance counselors, psychologists and social workers. The guidance counselors were selected because they were in sufficient numbers and, therefore, the kinds of services rendered could be explored more fully. Both the psychologists and social workers were among those in shortest supply and greatest demand; they were studied in terms of their contribution to the school.

The sixth grade counselors in all pilot schools and the psychologists and social workers in six selected pilot schools provided the data through questionnaires and interviews, describing their services in relation to the needs of the pupils and the objectives of the program.[13]

a) Guidance

1. Guidance Counselors of Sixth Grade Pupils

Responses were received from 22 counselors in 12 pilot schools (two failed to answer the questionnaires). In the main, the pilot schools are staffed with experienced, well prepared guidance counselors; all but four, (82 per cent) were licensed counselors. (The others were teachers acting as counselors.) The average counselor had been in service from 5 to 7 years with a range from 1 to 12 years.

---

[13] Copies of these questionnaires are in Appendix BII(d).

In-Service Training: All but two, (91 per cent) attended the in-service training sessions in group processes sponsored by the Board of Education. None found the sessions "excellent," 35 per cent rated them "good," 45 per cent "fair" and 20 per cent "poor." Suggestions for improving the in-service course included:

a. demonstrations - lessons using groups of pupils
b. more sessions devoted to role playing, group participation and group dynamics
c. planned intervisitation and sharing of experiences among counselors
d. presentation of varied counseling techniques through demonstration
e. more use of audio-visual aids at the in-service sessions.

2. Counseling Procedures

All of the counselors in the pilot I.S. reported that they worked with children individually and in groups. The average group was composed of 13 children. The pattern seemed to be one of meeting their groups once a week. Apparently, some counselors worked with the same groups for an entire semester or a year. Others had contact with more children by changing the composition of the groups every four or six weeks. Consequently, a few counselors worked with as many as 300 or more children a year, while others worked consistently with one group throughout the year.

Every counselor reported much work with individual children. This varied from one conference with an individual child to as many as five or ten conferences with a child. One counselor reported that he worked with groups of boys and groups of girls separately.

3. Problems

Counselors were asked to indicate, by rank order, the actual amount of time devoted to 12 commonly encountered problems. They then rated these 12 problems according to the amount of time needed by pupils.

The ratings showed that the kinds of problems to which they were giving the most time were "not working to capacity," "peer relationships," "problems with teachers," and "feelings of inadequacy and failure." On the other hand, the counselors felt that the greatest amount of time should have been devoted to problems concerned with "feelings of inadequacy and failure," "not working to capacity," "lack of interest in school," and "serious emotional problems."

The correlation between what counselors were doing for students and what they felt was needed by students, was very high, indicating that they felt that the most pressing and important problems were getting the most attention.

At the lower end of the rating scale were problems related to "earning and spending money," "sex" and "relationship with adults of the same ethnic group as themselves."

The problems demanding the most attention by students were more diversified than those which the counselors felt needed the most attention. Pupils had problems related to school, peers, teachers and self image. Counselors wanted to focus on self-image, school and emotional problems. Data concerning how counselors were helping children with their problems were beyond the scope of this evaluation but invite further investigation.

The problems which presently take least time and are regarded as least important may not remain so. For example, with the mandated new program in sex education, this area may become more important both for the students and the guidance counselors.

b) School Social Workers

The school social worker is assigned to a school by the Bureau of Child Guidance at the request of the Board of Education. At present, a social worker spends one to two days in a school. Responses were received from five of the six schools surveyed; the position was not filled in the sixth school. These were experienced, qualified social workers, four with Master's degrees in social work and with an average of more than ten years in the field.

They were asked to indicate the relative amount of time devoted to each of 12 duties by rank order. The responses showed that the most time was given to "working with teachers on family problems which have a bearing on the pupil's school life" followed by "exploring social problems in the community and sharing findings with appropriate school personnel." Least time was given to community activities - conducting community studies and attending meetings in the community.

When asked to rank the same list in terms of relative importance of each duty, "helping to improve the quality and quantity of communication between parents and school" was ranked first, and next "helping parents become more effective in relationships with school."[14]

---

[14] Questionnaire for school social workers - Appendix BII(e).

The overall assessment of the kinds of services rendered was rated good whereas the amount of services available as compared to the amount needed was rated very inadequate.

Without exception, it was recommended that each school have a full time social worker. Also there was a need, indicated for more clinical services.

c) School Psychologists

School psychologists are also assigned to the schools from the Bureau of Child Guidance and spend one or two days in a given school. Completed questionnaires were returned by four psychologists, one was absent due to long illness and the other was not regularly assigned but on call. All four were males with M.A. degrees and working in the field from 1 to 14 years.

School psychologists in the pilot intermediate schools were asked to: respond to a questionnaire which attempted to find out the rank order of importance being given to a number of responsibilities; to re-rank these responsibilities in order of the importance the psychologist felt they should have; evaluate the kinds of psychological services being given; and estimate the amount of these services being made available to the school. Finally, they were invited to make recommendations for the improvement of the psychological services.[15]

The data from five respondents indicate that the psychologists are spending much of their time working with emotionally disturbed children, conferring with pupils who present or cause severe discipline problems in school and conferring with parents whose children are having problems in school. While the psychologists agree that working with emotionally disturbed children is the most important part of their load, they believe that theyshould be spending much more time conferring with teachers, conducting seminars and conferences.

---

[15] Questionnaire for school psychologist - Appendix BII(f)

School visits by the evaluation team and conferences with administrators tended to indicate that the psychological services were considered good to excellent. The school personnel emphasized that they needed more psychological services, and for longer periods of time.

3. Discussion

Although the Board of Education achieved its objective of assigning personnel in the ratio of 15 pupils to 1 professional staff member, evaluation of staff adequacy by the principals of the pilot schools revealed a deficiency of health personnel, social workers and psychologists, speech teachers, attendance teachers, and human relations coordinators as well as a lack of experienced, regularly licensed classroom teachers.

The responses of guidance counselors, social workers and school psychologists support the opinions of the principals as to inadequacy of personnel in these services. They indicate, in addition, an urgent need for an increased time allotment per school, particularly for school social workers and school psychologists.

Chapter IV

CURRICULUM IN THE PILOT INTERMEDIATE SCHOOLS

A. Source of Data

B. Initial Study Findings

C. Follow Up Study

  1. Urban Living

  2. Foreign Language

  3. Typewriting

D. Discussion

Chapter IV

CURRICULUM IN THE PILOT INTERMEDIATE SCHOOLS

Purpose and Design of the Intermediate School Curriculum Evauation

The purpose of the present evaluation of the Intermediate School curriculum at the sixth grade level was to determine the degree of progress made in implementing the aim set forth by the Board of Education in the Title I Proposal. The key words here are progress and movement toward aims and objectives rather than their ultimate achievement.

A. Source of Data

Data were collected through questionnaires, school visits and conferences with school personnel toward the beginning and again toward the end of the school year.

The initial school survey, in November 1966, collected data from the principals of the pilot schools describing the degree to which the school was equipped to implement the I.S. curriculum in terms of personnel, books, supplies and equipment.

An in-depth evaluation of the experiences of the teachers and pupils with the new curriculum was conducted toward the end of the school year in six pilot schools. The evaluation team decided to make in-depth studies the three new curriculum areas - typwriting, foreign language, amd home living in an urban society, or urban living. The teachers of these three areas completed questionnaires describing their reactions to these new subjects in the I.S. curriculum.[1]

---

[1] Copies of Questionnaires to Teachers are found in Appendices B II (g), (h), (i)

In addition, class observations were made.[2]

B. Findings - Initial Study

The school survey checked on the receipt and utilization, by the pilot schools, of the Task Force Curriculum Bulletins. In addition, principals' assessments were sought, of teachers' in-service training and preparation, utilization of supplies and equipment and their expressed reactions to the new curriculum.

At the time of the survey, with minor exceptions, most of the new I.S. curricular materials had been received and were in use. Most of the schools were introducing the materials at the sixth grade level, and in a few instances, their use was being spread over grades five through seven.

Many of the principals reported an insufficient number of qualified teachers for some curriculum areas, particularly in mathematics, science, foreign language, the humanities and urban living. To a lesser degree, the problem prevailed in language arts and social studies.

A serious deficit in approximately 50 per cent of the schools, was a lack of special supplies and equipment requisite to the new curriculum areas. In this respect, the typewriting course, was better off than other courses. Nine of the 14 schools indicated, by their positive responses, that space, equipment and materials were all available for this course.

An organized effort to provide in-service training for teachers was evident in all schools, but from the replies of the principals, it was difficult to assess the extent or quality of this training in the various schools.

---

[2] Observation Schedule Form - Appendix B II (j)

In general, the principals reported the teachers as being enthusiastic about the I.S. curriculum as a whole. They expressed certain reservations, however, such as "lack of texts in science and humanities" or "difficulty in adjusting to the new urban living curriculum." It seemed evident, from comments received by the evaluators, that some teachers were having difficulties in adapting to the newer curriculum areas and that more time, greater familiarity with materials, and more teacher-training were indicated.

C. Follow Up Study

1. Urban Living

A new curriculum designed as Home or Urban Living, was developed to meet the needs "in the changing urban environment in which New York City children live."[1] The content recommended for this course is described in a Task Force Bulletin; it is derived from six areas: Consumer Education, Home Economics, Health Education, Industrial Arts, Art and Music. The aim of the program at the sixth grade level is to develop those abilities understanding, knowledges, etc., basic to effective home living for today's children in this city. Accordingly, the curriculum contains such topics as buying goods, preparation and care of simple foods, table manners, grooming, washing and repairing of garments, making simple garments; etc. "Emphasis was placed on the practical preparation of children to assume the many responsibilities they new carry as members of family groups living in all areas of this city."[2]

---

[1] Intermediate Schools Task Force Bulletin - Preliminary Curriculum Guide Home Living, New York City Public Schools. September 1966.

Data for evaluating the extent to which the recommended curriculum was being implemented in the pilot schools were obtained from teachers in the six schools studied intensively, both by questionnaire and interviews.

Responses were received from 17 teachers, nine of whom were licensed in home economics and eight in industrial arts. They were experienced teachers who had taught an average of 9 years. Their classes met twice a week and the average register was 24. The new curriculum was rated fair or good by 15 of them.

The major topics which the teachers reported as most valuable to students in frequency order were:

1. Consumer education
2. Family living
3. Participation in the political, religious and social life of the community.
4. Housing
5. Hygienic standards
6. Use of leisure time
7. Creativity
8. Physical work
9. Measurements; use of instruments.

All of the home economics teachers reported that nutrition, meal planning, and table manners involved in family meals received major attention. Care in buying, handling, and storage of food was also taught. A heavy component of consumer education was included in the curriculum.

In at least one school, the home economics and industrial arts teachers team taught a unit in consumer education which proved to be of interest and value to the pupils. In one school, the social studies teachers taught some of the topics in the Urban Living curriculum.

---

[2] Ibid., Committee Recommendations to Superintendent of Schools, Dec. 20, 1965, p 43.

The home as a center for healthy family life was considered important and valuable by many teachers of Urban Living courses. Cleanliness, safety, the care of sick and aged members of the family, and understanding the dangers of alcohol, tobacco, drugs and non-medical substances were important components of the Urban Living curriculum.

Use of leisure time was being given considerable attention, according to the teachers. Appreciation of art and music in the home as well as family hobbies and interests also proved valuable.

Some teachers thought that a number of topics in the Home Living curriculum were "above the level of sixth grade pupils." These included:

1. Problems of housing
2. Participation in the political life of the community
3. Participation in the religious life of the community
4. Use of community Health facilities
5. Savings and investments (especially stocks, bonds, and insurance).

One teacher said that "Students are unable to do anything about these problems. They have to depend upon the adults in the family for action. It is my feeling that a child should be able to put in action the teachings of the school, otherwise he will meet with more frustration."

D. Discussion

The pilot schools in general seem to be having considerable difficulty implementing the new Urban Living curriculum. At least one school decided that an organized course thrust could not be made in this area, this year. The principal of this school quickly pointed out, however, that much of the urban living content was being taught in a number of other classes. He did not think that the urban living curriculum could be taught as a separate course and did not rate the urban living curriculum guide very high.

An observer gets the definite impression that teachers either question the advisability of introducing urban living problems of youth into the curriculum or they were confused about the role the school should and could play in helping children and youth to live more effectively right now. Civil rights struggles, for example, are very real in the lives of many inner city children but this particular aspect of the child's life seemed difficult to incorporate into the curriculum. Easy, comfortable ways of helping children to gain deeper understandings of modern urban living are difficult to organize and implement but some teachers and a few school faculties were finding creative ways of introducing these topics into the curriculum.

From reading the questionnaire responses and talking with several industrial arts teachers, it is suspected that they are having trouble identifying with the new urban living curriculum. As one teacher said, "The industrial arts department found it very difficult to tie into the topics in this area." A question and an observation seem in order at this point. First the question: How extensively do industrial arts teachers participate in urban living curriculum policy and planning sessions? And now the observation: The traditional industrial arts program with its concern for tools and construction activities may be

2

of diminished value for the urban, apartment house child. Perhaps the curriculum should be re-examined against present urban living patterns.

2. Foreign Language

The objectives of the foreign language program, as described in the Committee Recommendations to the Superintendent of Schools, were as follows:

> Background. Competence in a foreign language involves the ability to speak, write and read the language fluently, plus acquaintance with the literature and culture of the country represented by the language. It is now generally accepted as desirable to start instruction in foreign language at a reasonably early age.
>
> Recommendations. It is recommended that French and/or Spanish, together with one of the following languages be taught, providing the school has evidence of sufficient interest on the part of the community: Chinese, German, Hebrew, Italian, Latin, Russian. It is also possible that pupils desiring the third language may be transferred to the school offering that language.
>
> Every pupil will be introduced to the study of a foreign language on entering the Intermediate School and will have the opportunity to proceed at the rate dictated by his ability and maturity.... Children of foreign background will be permitted to choose their native language in order to develop proficiency in two languages. In fact, the study of English may be improved by the success children have in their native language. An important outcome will be pride in their own culture.
>
> The accepted methodology is the audio-lingual approach, except where children are studying their native language. Then the language should be taught as English is taught to native-born Americans.[1]

---

[1] Ibid; Committee Recommendations to Superintendent of Schools, Dec. 20, 1965. p. 41.

The Task Force Bulletin in Foreign Language contains the detailed new curriculum in each of three languages - French, Italian, and Spanish for all pupils entering the pilot schools in grades 5 and 6.[2]

The evaluation of the foreign language curriculum in its first year was based upon the questionnaire responses of 22 language teachers in seven schools surveyed (followed by visits to several of the schools). There were 33 classes in French, 42 in Spanish and 5 in Italian reported by these schools. The teachers were licensed and experienced, having taught languages for an average of 8 years.

Almost without exception, the teachers reported that they spoke the languages fluently and that they had travelled widely in Spanish, French, and Italian speaking countries. Most of them used the language outside of school.

Almost all of the pilot schools reported that they had language laboratories. These varied from multi-station console installations to simple tape recorders. Although teachers reported that this equipment was used every period, evaluation team observations did not confirm this optimal usage.

Although all of the teachers, except one, reported that they used the aural-oral method of instruction, almost half of the teachers said that they emphasized reading and writing in the language being taught.

---

[2] Intermediate Schools Task Force Report - Preliminary Curriculum Guide Foreign Languages, Grades 5-6; New York City Public Schools. September 1966.

Some attempts were made to utilize community resources for language instruction. One teacher reported that he had taken "pupils on trips to stores and other places where the foreign language is spoken and where the pupils can use the language." Four of the teachers reported that they had invited resource people from the Board of Education and from the community to talk to their language classes.

The evaluation team was impressed with the enthusiasm of the teachers and their skill in teaching the languages. The Board of Education can be commended for this innovation. It is suggested that usage of language laboratory equipment be explored in order to insure that maximum benefits are derived from the excellent equipment available. In addition, it is noted that the intermediate school structure is more flexible than that of the typical departmentalized junior high school, and would therefore lend itself more easily to the scheduling of educational trips. It is suggested that more trips be arranged for, in order to provide pupils with opportunities to hear a variety of people speak the language they are learning and to use the language in real life situations. Finally, the request of the foreign language teachers for more supplementary materials, should receive attention.

3. Typewriting

The objectives of the typewriting program, as described in the Committee Recommendations to the Superintendent of Schools, were as follows:

> Recognizing that typewriting is a skill which can serve to further the child's personal growth in many areas - reading, spelling, punctuation, creative writing, note-taking, etc., instruction in typewriting will be included

as a regular curriculum area in the Intermediate School. This decision is also based on the results of many studies which show that the average child of ten or eleven is physically capable of mastering typing skills and of making immediate use of these skills in his assignments.

Recommendations. It is recommended that all children, beginning in grade five, be taught typewriting on the basis of one period of 20 to 30 minutes per day for a semester. Pupils should be scheduled for at least one period a week for sustaining typewriting skill after it is attained. The typewriting course will include:

1. Complete training in correct operation of the machine.
2. A target writing rate of at least 25 words a minute for three months.
3. Instruction, after the basic skills are mastered, in the correct arrangement of homework assignment writing done in the school.
4. Instruction, after the basic skills are mastered, in the correct arrangement of personal and personal-business correspondence.
5. Practice after the basic skills are mastered, in using the machine in composition of school assignments.
6. Emphasis on reinforcing the language arts, not on developing vocational skills.[7,8]

Licensed experienced people (with few exceptions) were teaching the typing classes. They all had specialized graduate training as well as experience as secretaries, stenographers, and business people.

---

[7] Ibid, Committee Recommendations to Superintendent of Schools, p. 41

[8] A detailed curriculum guide for teaching typewriting to sixth graders has been prepared and is available; Intermediate Schools Task Force Bulletin- Preliminary Curriculum Guide Typewriting, New York City Public Schools. September 1966.

The "touch" system of instruction was being used by teachers. However, their procedure did not involve starting children on "blind" keyboards. The machines were equipped with simple fabric "flaps," to cover the keyboard, which might be used by the child when he was ready. By having the letters visible, the child could type words and sentences very early in his experience on the machine.

Pupils spent an average of three to four hours a week working on the typewriters. Almost half of the teachers reported that children did have after school opportunities to practice typing. An average of 40 per cent of the pupils had access to typewriters at home or outside of the school.

In general, it can be said that reactions to the typewriting program were very favorable. Typing was popular with the parents. Over 50 per cent of the teachers reported that they often got positive parental reactions. In reporting their own reactions, teachers all agreed that the curricular materials were helpful. They found the instructional materials plentiful and easily obtainable. Most of them agreed that typing should be given in the fifth or sixth grades. (Three suggested that it be introduced in the second, third or fourth grades, and three suggested the seventh or eighth grades.)

The reactions of the evaluation team were equally favorable. The typing classes were a joy to visit. Children were happily typing away on sparkling new typewriters. Teachers were relaxed and competent. Not a child appeared bored or unruly. The children were learning to type, and much interest had been developed.

However, there remain some unanswered questions regarding the objectives of improving achievement in the language arts and content areas through the typing program. To what extent were the content and vocabulary of reading and social studies being used by the typing teachers? It was the impression of the evaluation team that the typing teachers had greater familiarity and experience with teaching typing than with the other content areas. It is therefore suggested that attempts be made to coordinate the work of the typing classes with that of the other content areas. Perhaps a program of intervisitations between the regular classroom teachers and the typing teachers, in addition to staff conferences focused on coordination, would be helpful.

D. Discussion

After some delays in launching the new curriculum in the pilot schools the program appeared to be moving smoothly, more so in some areas than in others. The study of urban living, typewriting and foreign language as they were functioning in six selected schools provided considerable data. It was found that typewriting and foreign language courses were more successful than urban living. One of the factors which may be related to success is the teacher and his preparation. In the first two instances, the teachers were trained, qualified, and experienced in a subject for which the course of study was highly structured. Urban living was taught mainly by home economic and industrial arts teachers with some of its topics being discussed in social studies classes. There was confusion regarding the content and purpose of this course and it tended to follow the traditional junior high school curriculum in many schools. Much remains to be done in defining the scope of this course as well as which subject area teachers should be involved in it. This may involve a reconsideration and restructuring of the urban living curriculum as presently described. Despite the difficulties, there is general enthusiasm for the new courses and the new curriculum on the part of teachers, pupils and their parents.

CHAPTER V

INTEGRATION AND DESEGREGATION

A. Introduction

B. Source of Data

C. Desegregation

D. Integration

E. Discussion

CHAPTER V

INTEGRATION AND DESEGREGATION

A. Introduction

Of the six major objectives of the Intermediate School program, two are concerned directly with the process of desegregation and integration. These are:

1. To achieve better ethnic distribution in the middle grades.
2. To improve the quality of human relations among students and their skills in living in urban society by providing them with ethnically integrated schools, and to improve pupil attitude -- especially in relation to image toward self and toward other pupils of different ethnic, racial, religious and social groups.

This section of the study addressed itself to assessing the extent to which the pilot intermediate schools achieved the objectives relating to desegregation and integration during the school year 1966-67.

Definition of Terms

In the process of visiting schools and talking with school personnel, it became apparent that there was much confusion as to the exact meanings of segregated, desegregated and integrated school populations. To clarify these meanings, as used in this study, a paper by Dr. Donald Horton,[1] a sociologist, will be quoted:

> Desegregation (as applied to education) refers to actions taken to produce a mixing of white and Negro pupils in schools which were previously homogeneous in racial composition. We sometimes use the term "administrative desegregation" to specify desegration produced by action of

---

[1] Dr. Horton, Donald, A Viewpoint on the Problem of School Integration, July 1959, Bank Street College, 65 Bank Street, New York, N.Y. 14.

> the school authorities.....
>
> We think of *integration* as a process which begins *after* the population of the school has become racially heterogeneous. *Desegregation* is, then, the first phase of, or the necessary precondition to, *integration*.
>
> We define *integration* as a process of readjustment in the program, procedures, human relationships and institutional structure of the racially heterogeneous school. Its aims are (1) to eliminate those educational disabilities of non-white children which are attributable to the social and psychological effects of their minority group status, and (2) to foster the democratic values of both groups through common participation in the school experience.
>
> *Planned school integration* involves changes in the content of the curriculum and in teaching methods, in the interactions between white and non-white children in the classroom and in social activities, in the attitudes of teachers and administrators in the contacts of the school with its non-white parents, and in the relations between white and non-white parents in the parents' associations. In the broader institutional perspective, integration also means an increased participation by the non-white personnel in the school system as teachers, administrators, technical experts and Board Members.

The Allen Commission, representing the New York State Department of Education, attempted to deal with the quantitative aspect of desegregation. Initially, in an official release,[2] it was suggested that not more than 50 per cent of any major racial and ethnic group was the goal for a desegregated school. However, in New York City, with its concentration of minority groups largely in Manhattan and several areas of Brooklyn, and the Bronx; achieving such a racial balance, without a massive transportation problem was considered impossible. A later release by Dr. Allen, prepared solely for New York City, stated:

---

[2] Allen Memorandum to Chairmen of Local School Boards and School Superintendents, June 14, 1963.

> In developing this evaluation, we sought an unequivocal definition of the ethnically segregated public school. After considering alternatives, we chose to define a public school in New York City as ethnically segregated if, in 1963, it enrolled less than 10 per cent Negroes and/or Puerto Ricans, or if it enrolled less than 10 per cent from other groups.[3-4]

Desegregation may be defined broadly as relating to school staff as well as student body. This is the definition proposed by Dr. Donald Horton, as quoted above.

In view of the fact that the objectives of the intermediate school program were focused primarily on the furthering of pupil desegregation and integration, the section of the study dealing with staff desegregation has not been included in the text, but may be found in the Appendix A, section 2.

B - Source of Data

The initial assessment of integration and desegregation were obtained through questionnaires and interviews at the beginning of the school year.[5] Principals were asked to describe the extent of desegregation and integration in their respective schools. Supplementary data describing ethnic composition of the total school and the sixth grade population as well as the trends over the past five years were obtained from the Board of Education records.

---

[3] State Education Commissioner's Advisory Committee on Human Relations and Community Tensions, Desegregating the Public Schools of New York City, May 12, 1964. (Prepared with the assistance of the Institute of Urban Studies, Teachers College, Columbia University).

[4] The New York City Board of Education has used a modification of the Allen formula for defining segregation at the junior high school level which is outlined in a publication entitled Improving Ethnic Distribution of New York City Pupils by Dr. Jacob Landers, May 1966.

[5] See Appendix BI(d).

The initial ethnic data about feeder schools were obtained by questionnaires addressed to the principal of each feeder school in November 1966.

A second assessment was made at the end of the school year to find out the extent to which these schools had moved toward the goals of desegregation and integration set by the project description. A questionnaire was sent to the principals of each of the 66 feeder schools requesting ethnic data related to the fifth grade as well as to the total school population. This second survey also included data on desegregation and integration from assistants to principal, teachers, pupils and parents. In addition, observation teams visited six of the pilot schools to observe pupils, lessons, faculty, materials and exhibits from the point of view of integration.

Analysis of Data

The findings on desegregation and integration in the intermediate schools have been organized in this report as a series of answers to the following questions:

1. To what extent has desegregation been achieved in the 14 pilot intermediate schools?
2. Since the new sites were to be selected to promote desegregation to what extent has this happened?
3. To what degree does the sixth grader experience greater desegregation in the intermediate school than he would have experienced in his feeder elementary school?

4. Assuming a desegregated school population; to what extent was desegregation supported by organizational aspects of the school?
5. Assuming a desegregated school population; to what extent was integration fostered inside the school?

C - Desegregation

Question 1. To what extent has desegregation been achieved in the fourteen pilot intermediate schools?

1. Present Ethnic Composition of Pilot Intermediate Schools

These data were obtained by the November questionnaire and supplemented by the Board of Education ethnic data. An analysis of the ethnic composition of these schools in October 1966, revealed considerable variation among them. The October 31, 1966 census showed that four of the pilot schools could be classified as minority segregated; that is they had at least 90 per cent of the population Negro and/or Puerto Rican. There were no white segregated schools. There were as many as 75 per cent whites in one of the schools, over 96 per cent Negro in another, and 69 per cent Puerto Rican pupils in still another. In the total population of almost 20,000 pilot intermediate school pupils, there were 22.5 per cent Puerto Rican, 38.4 per cent Negro and 39.1 per cent others.[6] The ethnic composition of the sixth grade population closely followed that of the total population in each of the pilot schools. The combined sixth grade population was 21.9 per cent Puerto Rican, 35.2 per cent Negro and 42.9 per cent other.[7]

---

[6] See Appendix A1

[7] See Appendix A2

Segregated sixth grade populations were found in the same four schools whose total population was segregated.

2. Trends in Ethnic Composition

In order to determine effectiveness of various policies and practices of the Board of Education in improving the ethnic balance in the schools, the trends in the ethnic distribution in the pilot schools over the past five years were analyzed. It was assumed that the changes in ethnic balance would reflect the combined effects of such factors as open enrollment, zoning changes, grade reorganization, alterations in feeder patterns and the like.

This analysis for the five year period covers only nine schools, since the other five schools were opened either during this year or within the past two years. Trends in desegregation are summarized in Table 6.

Table 6

Trends in Desegregation Over a Five Year Period in Nine Pilot Schools

	Minority Segregated		White Segregated		Desegregated	
	No. of Schls.	Sch Code Desig.	No. of Schls.	Sch Code Desig.	No. of schls.	Sch Code Desig.
*1962	2	9T, 4Y	1	17J	5	2B,7H,6L, 21G,15C
1963	3	9T, 4Y,10P*	1	17J	5	2B,7H,6L, 21G,15C
1966	3	9T, 4Y,15C	0	-	6	2B,7H,6L, 21G,17J, 10P

*In 1962, only 8 schools were included in the analysis, since 10P opened during the following year, 1963.

Table 6 indicates that, in 1962, there were two minority segregated schools (9T-4Y) and one white segregated school (17J). In the following year, a new school was opened as a minority segregated school (10P).

By 1966, the two minority segregated schools (9T-4Y) had become even more segregated than they had been five years ago. The white segregated school (17J) became desegregated by a gain of 16 per cent minority group students. One school, which originally had a 16 per cent other population, (15C) became a segregated school when its other population dropped to 8 per cent. Over the five year period, the net change in the total population was an increase of 1 per cent Puerto Rican and 4 per cent Negro with a loss of 5 per cent other.

Question 2 - Since the new sites were to be selected to promote desegregation, to what extent has this happened?

As was indicated earlier, one would expect that sites on which new buildings were erected would have been selected to insure a substantially desegregated situation. Of the four new schools (24S, 14D, 18E, and 12U), two (14D, and 24S) have a distribution in which no one ethnic group comprises more than 50 per cent, or less than 10 per cent of the total school population. One (18E), which would probably have been a predominantly white school if efforts toward desegregation had not been made in the feeder school pattern, encompassed 10 per cent Puerto Rican, 18 per cent Negro, and 72 per cent Other. The fourth new school, (12U), is a segregated school with 24 per cent Puerto Rican, 75 per cent Negro and 1 per cent Other. In varying degrees, movement towards greater desegregation was achieved in three of the four new schools.

Question 3 - To what degree does the sixth grader experience greater desegregation in the intermediate school than he would have experienced in his feeder elementary school?

An attempt was made to ascertain whether children were, in fact, in a more desegregated learning environment in the intermediate school than they would have experienced, had they spent sixth grade in their feeder elementary school.

A questionnaire was sent to the principals of all feeder schools sending students to the thirteen pilot intermediate schools.[8] A total of 66 feeder schools were contacted, and of this number, 55 returned their responses and 11 did not respond. Seven of the 55 responses were not included in the study because two schools said they did not send any students this year. four said that they had sent only seventh grade students. and records for one school were destroyed by fire. Therefore, there were 48 feeder schools involved in the analysis.

Principals were asked to record the ethnic makeup of their present fifth grade, and to indicate whether there had been any significant change in the ethnic makeup of that school's population during this year.

If there had not been any change, as was almost universally the case, it was assumed that the sixth grade children now in the intermediate school would have been in a racial-ethnic grouping similar to the current fifth grade of the sending feeder school. The ethnic makeup of the fifth grade in each feeder school was then compared with the ethnic makeup of the sixth grade of its receiving intermediate school.

---

[8] Copy of questionnaire to be found in Appendix B, section III.

Findings

The data from the feeder school study (Table and Graphs[9]) indicates that, of the 48 feeder schools included in the analysis, students from 19 of these schools are in a significantly more desegregated setting in the intermediate school; students from eight schools are in a slightly more desegregated setting in the intermediate school; students from six schools are in a less desegregated setting, and students from 15 schools showed no change between the level of desegregation of their feeder schools and that of the intermediate school. Thus, the students from more than half (27) of the feeder schools experienced an improved situation with respect to desegregation, and in the majority of these cases the improvement was significant.

In some cases, where there was no change in desegregation levels between feeder and intermediate schools, it appeared that present feeder patterns, set up according to existing formulas, based on neighborhood clusters, precluded this possibility. Perhaps the designation of these schools as pilot intermediate schools was therefore a questionable procedure (see 15C, 4Y, 9T, and 12U) in view of the objective of furthering desegregation through the intermediate schools.

The evidence indicates that, in this group of intermediate schools, strides have been made in the area of desegregation. The intermediate school program has achieved, through its feeder school patterns, a measure of success in reaching its goal of increased desegregation.

---

[9] Analysis of desegregation in Receiving Pilot Intermediate Schools and Feeder Elementary Schools Appendix A6.

Question 4 - Assuming a desegregated school situation, to what extent was desegregation fostered by organizational aspects of the school?

The extent of desegregation within the school is largely dependent upon the grouping methods which are used. Grouping is discussed in detail in the section of this report in Chapter III.

The data presented there indicated that, in general, there was more homogeneous grouping (by ability level) in the language arts and in mathematics, and more heterogeneous grouping in the areas of foreign language, urban living, typewriting, and so forth.

There was considerably less desegregation in homogeneously grouped classes and more desegregation in the classes that were heterogeneously grouped. Approximately two-thirds of the classes attended by students were basically desegregated.

With regard to subschools, as described in Chapter III-C-3, it is evident that there is still too little uniformity in approach, in concept and in organization of subschools among the pilot intermediate schools, to assess the effect of the subschool on integration. A study of this aspect might be appropriate later on in the development of the intermediate schools.

D - Integration

Question 5 - Assuming a desegregated school population, to what extent was integration fostered inside the school?

It will be recalled that the initial discussion of integration implied more than a purely quantitative focus. It referred to both the amount and the quality of interaction between children of different racial and ethnic groups. Moreover it implied a deliberate and planned process, on the part of the school, of initiating and developing activities to further the desired interaction.

Following this definition, we assessed the extent of integration, by asking pilot intermediate school principals to respond to a series of questions concerning their respective schools. Some responses concerned meetings focused on efforts to move towards greater desegregation and integration. These included meetings of school administrators with Board of Education personnel, meetings within school districts, and meetings organized within each school, in which the entire faculty was involved.

Some of the topics discussed at these meetings included: developing materials to enhance the human relation program; the nature of the pupil and the community, special help in study, test, and homework skills relating the in-school to the after-school study program; meetings with parents; and "sensitivity sessions" in which efforts were made to understand the feelings of all participants in a given situation.

The evaluators made visits to all of the pilot intermediate schools in the fall of 1966 and to a selected group of six, more intensively observed schools, in the spring of 1967. The statements as to the degree to which integration was being achieved represent the concensus of impressions of the evaluators during this series of school visits.

Although teachers were working with desegregated groups, there was little evidence that class work was intentionally structured so that small groups of differing racial and ethnic backgrounds might have opportunities of working together. In only two of the thirty classes visited by the evaluators, did the lessons include opportunities for pupil-pupil interaction. It was therefore difficult to assess integration in most of these situations. The same absence of communication across ethnic and racial lines characterized pupil activity in most of the homerooms visited. However in shops and home economics classes, where greater pupil freedom of movement was an integral part of the lesson, there was commingling of different racial and ethnic groups evident.

Among the lunchrooms observed, about half of the clusters of children who were communicating with each other were either all white or all Negro, the remaining half were in desegregated groupings. There were no deliberate plans evident for encouraging integration through lunchroom activity. In most instances, children were free to sit where they pleased, though overcrowding was recognized, frequently, as an obstacle to either planned or unplanned integration possibilities.

In the playground, one school indicated the use of team play to encourage children of varying backgrounds to play together. The remaining six schools visited, allowed children to play where they wished but had no planned ways of encouraging integration through playground activity.

On the positive side, there were some educational experiences observed which did reflect deliberate planning to encourage integration. Some illustrations are:

1. An assembly planned to honor high academic achievement with minority group children prominent among achievers.
2. A "sing" of Spanish music in an assembly.
3. Two children, one white and one Negro, who, together, were performing the status role of hostess in the school.

Since the role of hostess was significant in the students' eyes, the school had made a positive effort to see that the post was a shared one, representing the school population.

One aspect of integration involves the development of an appreciation for the culture and contributions of all groups. The extent to which the school contributed to this objective was evaluated by assistants to principal. Responses are indicated in Table 7.

Table 7

EXTENT TO WHICH SCHOOLS REFLECT A PLURALISTIC ETHNIC AND RACIAL CULTURE

Selected Areas	Ratings*					Average
	1	2	3	4	0	
Textbooks	2	8	3	0	1	2.07
Pupil Reference Books	4	6	3	0	1	1.92
Course Content of Social Studies	7	5	1	0	0	1.53
Classroom Exhibits and Decorations	8	6	0	0	0	1.43
School Exhibits and Decorations	8	5	1	0	0	1.50
Assembly Programs	8	6	0	0	0	1.43

*1-very well; 2-fairly well; 3-poorly; 4-not at all; 0-does not apply.

The table indicates that a majority of the respondents rated all items as reflecting our pluralistic culture "fairly well" or "very well." In three of the six area studies, namely classroom exhibits and decorations, school exhibits and decorations, and assembly programs the majority of the respondents gave a rating of "very well." Textbooks and pupil reference books were rated lowest.

The above data represents the responses of school personnel. These were not entirely congruent with the observations of the evaluation team. The evaluation team found a few exhibits which did reflect the contributions of various cultural groups (i.e., Puerto Rican Discovery Day, etc.). However, of the six schools visited, (which included schools with varying degrees of desegregation in the pupil population) exhibits in four schools were rated as reflecting diverse racial-ethnic backgrounds "not at all," and, in two, the rating was "fairly well." With respect to other items rated, the evaluation committee observed that efforts were being made, by most assistants to principal, to order as wide a variety of texts and supplementary materials as were available to offer pupils an honest insight into our pluralistic culture. There is still a dearth, it was indicated, of appropriate materials in this area to meet all needs in terms of varying reading levels and pupils' interest. Obviously, teacher ingenuity and school-made materials will have to fill the existent gaps.

E - Discussion

Small but significant progress towards desegregation has been made by the intermediate school, in face of the citywide population trend.

Desegregation within a school will only be achieved to the degree that the school administrators and staff are committed to a philosophy that places desegregation high among the major goals of its educational program. Current efforts towards maintaining heterogeneous groupings wherever possible, as well as efforts towards implementing the subschool structure, are yielding some positive results in this direction.

The emphasis now needs to be placed upon development of learning situations which will permit greater pupil-pupil interaction so that the opportunity for true integration may occur.

CHAPTER VI

REACTIONS OF SIXTH GRADE PUPILS AND THEIR PARENTS TO THE INTERMEDIATE SCHOOL PROGRAM

A. Pupil Reactions

1. Pupil Questionnaire Procedures
2. Questionnaire Responses
3. Discussion

B. Parents' Reactions

1. Questionnaire Procedures
2. Questionniare Responses

C. Parent - Community Participation

Chapter VI

REACTIONS OF SIXTH GRADE PUPILS AND THEIR PARENTS TO THE INTERMEDIATE SCHOOL PROGRAM

A. Pupil Reactions

1. Pupil Questionnaire Procedures

A "Checklist for Sixth Grade Pupils" was constructed to determine how sixth graders reacted to their intermediate school, as well as its effect upon their self image.[1]

The checklist was administered by evaluation staff members to two sixth grade classes in the six selected intermediate schools which were studied intensively. About 300 sixth graders completed the checklist, anonymously. For the most part, one high-achieving and one low-achieving class were selected, at random, in each of the six schools.

2. Questionnaire Responses

a. Reactions to the school

The questionnaire responses indicated that about 74 per cent of the sixth graders preferred to remain in the intermediate school and less than 10 per cent wanted to go back to the "old school." Of the 17 per cent who wished to "go to another school," a few specified their choice of school such as a military school, a parochial school or some particular public school.

There was little doubt about their preference for a departmentalized program. It was found that 87 per cent said that "You learn more from different teachers each day" and 13 per cent said, "From one teacher all day."

---

[1] Checklist for sixth grade pupils - Appendix B-IV-(e)

In selecting the things they really liked about the school, the order of preference was (1) gym (2) kids in my class (3) art (4) typing (5) foreign language (6) science (7) math (8) library (9) language arts (10) social studies (11) music (12) trips (13) homeroom (14) after school activities (15) playground (16) lunches (17) clubs. The popularity of gym and classmates was not unexpected, but what was surprising was that they placed school subjects before non-subject class activities. Typing and foreign language, new subjects added to the intermediate school curriculum, were the most popular of the major school subjects.

About half the pupils expressed a desire to improve their reading and four out of ten wanted to do better in arithmetic. The other subjects in which they seemed to desire improvement were placed in the following order: foreign language, social studies, typing and science.

b. Pupil self concepts

The self rating scale was designed to measure changes in pupil self concepts. For ten school-related items, pupils were asked to indicate whether they thought they "improved", "remained the same" or "got worse" since attending an intermediate school.

An analysis of the overall rating for the ten items showed that over 58 per cent of the pupils thought they had "improved", 30 per cent said they "remained the same" and 12 per cent felt that they "got worse".

With respect to specific items, their feeling of greatest improvement was in "my desire to get ahead", followed closely by "my school work". In the "remained the same" category, "my wish to help others" ranked first, and then "my conduct in school". Under the "got worse" column, "my attendance at school" received the highest number of choices and then "my wish to help others".

3. Discussion

The checklist responses may be summarized as follows:

(1) About three out of four sixth graders preferred their present intermediate school, to their previous elementary school or to some other school.

(2) About nine out of ten thought that the departmentalized program of the intermediate school was better for learning than that experienced in elementary schools.

(3) They liked best gym, classmates and the academic program offered by the school. Typing and foreign languages were the favorite choices among the major school subjects.

(4) These sixth graders felt the greatest need for improvement was in reading and, next, in arithmetic.

(5) Almost two out of three sixth graders expressed feelings of general improvement since they came to the school. Only one out of ten felt that things were worse. The greatest number felt they had improved in "desire to get ahead" and "in school work", but had remained the same in "helping others" and "conduct in school".

The net effect of the intermediate school program upon the sample of sixth graders responding to the checklist seemed to indicate very positive and constructive feelings about the school and its program. (Part of this response may be attributed to the enthusiasm engendered by attendance at a new school and knowledge of being participants in a new program. It remains to be seen whether or not this attitude toward school is maintained in the future).

B. Parents' Reactions

1. Questionnaire Procedure

In order to determine the degree to which the sixth grade parents were involved in their children's education, a questionnaire in the form of a checklist prepared in both English and Spanish, was distributed by teachers to the parents of the same two sixth grade classes described in Section A. above.

The principals of the six selected intermediate schools received two packages of questionnaires accompanied by a letter describing the purpose of the parent survey and a suggested procedure for distributing and collecting the questionnaires so that complete anonymity would be assured. Each pupil in the two classes involved, selected either a Spanish or an English questionnaire, (whichever he felt was more appropriate for his parents) in a sealed white envelope. He was instructed to return the completed questionnaire in a sealed unmarked envelope, as well.

A total of 256 completed questionnaires (80 per cent of the number distributed) was returned. Of these 256, 58 were in Spanish. Since there was no great difference between the responses on the Spanish and English questionnaires, or between the responses of parents of girls and boys, they were combined, and analyzed as one group.[1]

2. Questionnaire Responses

The parents' responses indicated that most of the sixth grade pupils (85 per cent) had been transferred to the intermediate schools in September 1966, at the start of the school year. The remainder had transferred individually, from other schools, on varied dates between September 1966 and May 1967.

Of the parents, 71 per cent felt their children were doing better in school, 21 per cent felt there had been no change, six per cent felt they were not doing as well as they had in their former schools, and two per cent said they did not know.

Parents' responses concerning visits to school indicated that 64 per cent had visited once or twice, 14 per cent had visited many times, 12% had visited at least once a month, and 6% had visited not at all. About 4 per cent said they could not recall the number of visits made.

In response to their opinions concerning teachers' interest shown towards their children, 85 per cent of the parents answered "yes", five per cent said "no" and ten per cent admitted that they did not know.

---

[1] Covering letters and parent questionnaires (Spanish and English - Appendix - B IV (a to d)

A large majority (90 per cent) of the parents felt their children generally liked going to school, nine per cent felt they disliked school, and the rest did not know.

With respect to their awareness of their children's choice of language, 62 per cent indicated Spanish, 23 per cent French, 13 per cent Italian and two per cent either said "none" or did not know.

Parents received most of their information about their children's school work from report cards (37 per cent), from talks with the teacher (26 per cent) and from talks with their children. About 85 per cent indicated satisfaction with school progress, while 15 per cent were not satisfied.

Parents felt that the subjects in which their children needed most help were reading, mathematics, foreign language and spelling, in the order listed. They felt that the major sources of help were after-school tutoring (41 per cent), parent assistance at home (32 per cent) and persons within the school, during the course of the regular school day.

About 60 per cent of the parents indicated that, they had not become more friendly with parents of other racial and ethnic groups as a result of their children's school experience.

In response to a question concerning their approval of their children's association with children of different racial and ethnic groups, 87 per cent of the parents said "yes", 6 per cent said "no" and the remainder said they were doubtful or did not know.

When asked of the subjects learned in school seemed to help the children at home, about 73 per cent said "yes", 12 per cent said "no" and the rest were doubtful.

C. Parent Community Participation

These findings concerning parent reactions to the intermediate school might become more meaningful, if accompanied by a recapitulation of some of the earlier findings concerning parent and community that resulted from the initial study of November 1966 and the follow-up study of April - May of 1967.

In the initial study of November 1966 in the survey of parent involvement in intermediate schools, and of communication and interaction between the schools and civic organizations based on questionnaire responses of school administrators, some of the following was discernible. The size of Parent Associations varied from 53 to 635. Attendance at Parent Association meetings varied from 38 to 100, with indications that dramatic issues in which parents felt a vital stake were the only ones which drew large attendance at meetings. It must be remembered that this pattern of parent participation is typical of all areas of New York City.

Slightly over half of the schools conducted parent workshops and the same number reported utilization of parents as school aides. Fewer than half the schools indicated great parent interest in volunteer service at the schools.

Very few schools indicated involvement with community affairs or civic organizations. Two schools did indicate an awareness of community tensions and problems, even when these were not directly related to the schools' activities. Almost all of the schools reported on specific administrative means set up for communication with parents or community organizations. One school reported issurance of a periodic Newsletter. Another school had an Assistant to Principal assigned to attend monthly meetings of a local federation of community council. All of these efforts, while commendable, were limited in scope and number.

The intermediate schools must seek new vehicles for utilizing the parent interest and positive attitudes towards the school indicated by their responses.

CHAPTER VII - PUPIL PERFORMANCE

A. Introduction

B. Reading Achievement of Total (Pilot & Nonpilot Sixth Grade Pupils)

C. Reading Achievement of Matched (Pilot, Nonpilot and Elementary) Sixth Grade Pupils

D. Discussion

Chapter VII

PUPIL PERFORMANCE

A. Introduction

A stated objective in the project description of the intermediate school program was " to improve academic competence and achievement in relation to the rate of academic growth normally found among educationally deprived children in the intermediate grades."

Since reading comprehension is generally regarded as the keystone subject in the school curriculum, this was used as a measure of academic achievement. Scores of sixth graders in reading comprehension on the citywide Metropolitan Reading test of October 1966 were compared with scores on another form of the same test given in April 1967. The interval between the two tests was six months; the grade norm for the October test was 6.1 and for the April test it was 6.7.

B. Reading Achievement of Total Pilot and Non-Pilot Sixth Grade Populations

As a preliminary step, the reading scores of all sixth graders in the thirteen pilot schools and in thirty non-pilot schools who took the October and the April tests were compared. The mean reading scores of the two groups on each of the two tests are summarized in Table 8.

Table 8

Reading Comprehension Scores of Sixth Graders in 13 Pilot and 30 Non-Pilot Intermediate Schools

Group	No. of Schools	October 1966 Test			April 1967 Test			Difference
		No. Pupils	Mean	S.D.	No. Pupils	Mean	S.D.	April-Oct.
Pilot	13	4283	5.8	2.4	4090	6.2	2.5	+ .4
Non-pilot	30	10734	5.1	2.0	10324	5.4	2.1	+ .3
Grade Norms			6.1			6.7		

Table 8 indicates that on the October test, sixth grade pupils in the thirteen pilot schools achieved a mean reading comprehension score of 5.8 whereas the pupils in the non-pilot schools averaged 5.1. These scores were four months below the grade norm for the pilot pupils and one year below for the non-pilot sixth graders.

On the April test, the pilot pupils achieved 6.2 indicating a gain of four months in the six month period between the two tests. The non-pilot pupils, achieved 5.4, indicating a gain of three months. As a result, the April testing found pilot pupils five months below the April grade norm and non-pilot pupils one year and three months below the norm.

A separate analysis of gains in reading comprehension by individual pilot and non-pilot schools, was also made.[1] Among the thirteen pilot schools on the October test, the mean scores ranged from 4.3 to 7.7 with five schools scoring above the grade norm of 6.1. Among the thirty non-pilot schools the range also was from 4.3 to 7.7; however, only five out of the thirty schools were at or above the October grade norm.

By April, the mean reading scores of the pilot schools ranged from 4.9 to 8.2 with five at or above the grade norm, the same five schools that had exceeded the October norm. For the non-pilot schools, the range was from 4.6 to 8.2 in April, again with the same five schools that were at or above the October norm exceeding the April norm.

---

[1] These data for individual pilot and non-pilot schools are found in Appendix A15.

Actually, only two pilot schools and two non-pilot schools gained six months or more from the October to April tests.

C. 2. Reading Achievement Among Matched Pilot, Nonpilot and Elementary Schools Sixth Grade Pupils

The preliminary survey suggested a more rigorous analysis of reading achievement. Admittedly there are many factors that may influence achievement in reading. In order to determine if the intermediate school program did in fact improve academic achievement as measured by gains in reading comprehension, six pilot schools were matched with six non-pilot schools and six elementary schools having sixth grade classes. Schools were matched on a one to one basis, using ethnic composition and socioeconomic level as criteria.[2] It was felt that by attempting to hold the ethnic and socioeconomic factor constant, the effects of the program could be more accurately measured.

A summary of the ethnic composition of the matched sixth grade groups in the six pilot, non-pilot and elementary schools as the result of matching is given in Table 9.

Table 9

Ethnic Composition of Matched Pilot, Non-pilot and Elementary Schools for the Sixth Grade

School	Number of Pupils	Ethnic Composition (%) Puerto Rican	Negro	Other
Pilot	2285	20.4	39.1	40.5
Non-pilot	2063	22.4	36.1	41.5
Elementary	813	24.1	42.2	33.7

---

[2] The selections were made with the assistance of districts superintendents and their staff. Wherever possible, the pilot and non-pilot elementary schools were in the same or comparable districts, or as close to one another as possible. The cooperation of the Central Zoning unit of the Board of Education was also enlisted in securing the best possible choices in ethnic and socioeconomic comparability for ethnic composition of individual schools (see Appendix A14).

From Table 9, it is evident that the sixth grade pilot and non-pilot schools included in this analysis were fairly well matched ethnically. The differences were slight; the pilot schools had 2 per cent less Puerto Rican, 3 per cent more Negro and 1 per cent less other. It was much more difficult to find ethnically comparable elementary schools with sixth grade. As compared to the pilot schools, the elementary schools had 4 per cent more Puerto Rican, 3 per cent less Negro and 7 per cent less other. This represented the best possible match under the circumstances due to the limited number of available elementary schools with sixth grades.

Findings

The reading scores of sixth grade pupils in the six matched pilot, non-pilot and elementary schools were compared; the results of this analysis are summarized in Table 10.

Table 10

Sixth Grade Mean Reading Scores in 6 Matched Pilot, Non-pilot and Elementary Schools

	October 1966 Test			April 1967 Test			Differences
School	No.	Mean	S.D.	No.	Mean	S.D.	April - Oct.
Pilot	2117	5.6	2.25	2012	6.0	2.38	+.4
Non-pilot	1914	5.5	2.21	1798	5.9	2.38	+.4
Elementary	779	5.3	2.01	772	5.8	2.06	+.5

Table 10 reveals that, on the October test, there was a one month difference in mean reading score between the pilot and nonpilot sixth grade pupils, (5.6 as compared to 5.5). This difference was not statistically significant. The elementary school sixth graders were at 5.3 in October, which was significantly lower than the pilot and the non-pilot mean scores. All three groups were below the grade norm of 6.1 by 5, 6 and 8 months respectively.

The April scores averaged 6.0 for the pilot pupils, 5.9 for the non-pilot sixth graders and 5.8 for the elementary school pupils. The difference between the April pilot and non-pilot reading scores was not statistically significant nor was the difference between the non-pilot and elementary school mean scores. However, the mean elementary school score was significantly lower than that of the pilot school group.

The gains registered by the three groups between the October and April tests were very similar. The pilot and non-pilot groups gained four months and the elementary school group five months. This was less than the six month gain which might be expected in the six month testing interval.

D. Discussion

There appeared to be no differences in reading achievement among sixth graders in the pilot as compared to the non-pilot schools. In fact, when ethnically and soicoeconomically matched groups were compared, gains were identical. The differences that distinguish pilot from non-pilot schools do not appear to influence the reading achievement of sixth grade pupils. The performance of the matched sixth graders in the elementary schools was not too unlike that of their classmates in the pilot and non-pilot intermediate schools.

Perhaps it is unrealistic to expect perceptible gains in reading during the first year of an experimental program at the sixth grade level. However, these data should prove useful as benchmarks in a longitudinal study of reading achievement in the intermediate school program. Such a study might provide answers to many of the unresolved problems related to reading achievement.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

Introduction

Findings

Assessment by School Principals in Initial Study

School Organization

Personnel
Facilities
Pilot School Structure
Sixth Grade Organization
School Services

Intermediate School Curriculum

Desegregation and Integration

Reactions of Sixth Grade Pupils and Parents

Pupil Performance

Recommendations

Objectives of the Intermediate School Program

School Organization

Personnel

Facilities

School Services

Curriculum

Desegregation and Integration

Reading Achievement

Summary and Evaluation

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

Introduction

A summary of the evaluation of the pilot intermediate school project requires, as a frame of reference, an appreciation and understanding of the factors leading up to its establishment, its objectives, the circumstances under which it was created, and the fact that this was its first year as an educational experiment. Chapter I outlines all of these factors in detail.

The present study represented an effort to evaluate this program as it was introduced and developed in the 14 pilot intermediate schools. Its aim was to determine progress in implementing the objectives of the program as set forth by the Board of Education in its proposals. The focus was progress and movement toward aims and objectives rather than achievement and accomplishment. One purpose of the evaluation team was to provide data which would be of assistance in helping the schools move toward the realization of objectives.

Findings

Assessment by School Principals, in Initial Survey

Principals cited the following factors as their major difficulties in the implementation of objectives: (in order of frequency)

1. Lack of qualified, experienced and well-trained teachers.
2. High teacher mobility.
3. Overcrowded and inadequate school facilities.
4. Static ethnic patterns.
5. High pupil transiency.

There are no readily apparent solutions for some of the difficulties cited above, i.e., high pupil transiency. However, additional monies for teacher training and school building programs could alleviate some of the difficulties cited. In addition, more time is needed, since the newness of the program itself, both in form and content, must be considered a significant source of problems.

School Personnel

In the initial school survey, principals reported shortages of department chairmen, specialists, service personnel, and experienced teachers qualified to teach the new intermediate school curriculum. Most urgently needed were: 1) personnel for medical and dental services: 2) social workers; 3) school psychologists; 4) speech teachers; 5) attendance teacher; 6) human relations coordinators; and 7) Non-English coordinators. Despite administrative efforts, the shortage of experienced teachers persisted and was aggravated by high teacher mobility and the replacement of experienced teachers by new, less experienced ones. It appears that the pilot schools are not exempt from the teacher recruitment problem plaguing the entire New York City school system. Although the 15 to 1 pupil-professional ratio was realized, shortages in specific areas were experienced.

School Physical Facilities

It is unfortunately true that most of the older pilot schools are located in converted junior high school buildings which are inadequate to provide the physical facilities required by the intermediate school program.

There is a lack of proper rooms for out-of-class teacher activities, team teaching, guidance, administration offices, audio-visual activities and science.

Although the newly constructed schools were more satisfactory, even they had deficiencies. Few, if any, solutions could be found except to make fuller use of auditoriums, gymnasiums, and libraries for teaching purposes.

Recommended changes included building alterations, inserting sliding door panels, partitioning large rooms, and others. Overcrowding was at the basis of many problems.

Pilot School Structure

The pilot schools, in varying degrees, are operating according to the intermediate school organization proposed by the Board of Education. They have either a 6-7-8 or 5-6-7 grade structure; all but one have divided the sixth grade into subschools, each subschool containing a cross section of the total school population. Grouping policy was somewhat varied among the schools. However, ability or homogeneous grouping was most frequent in Mathematics, and Language Arts; heterogeneous groups were found largely in Foreign Language, Typing, and Social Studies. For the typical sixth grader about two-thirds of his classes are heterogeneously grouped, and one-third are homogeneously grouped.

Team-teaching has been introduced in half of the schools. Progress is slow, due primarily to teachers' lack of experience and inadequacy of physical facilities. It has been used most often in Social Studies and Language Arts.

Sixth Grade Organization

A questionnaire was distributed, in April 1967, to assistants-to-principal, assigned to supervise the newly admitted sixth grade in the pilot intermediate schools. In their assessment of departmentalization, some assistants to principal indicated that movement of children from class to class and adjustment of class periods to meet the shorter attention span of younger children presented problems. (It might be noted here that when pupils were asked their opinions of departmentalization, nine out of ten preferred it to the customary elementary school practice.) In their assessment of the inclusion of the sixth grade in the intermediate school, reactions of assistants-to-principal ranged from enthusiastic acceptance to firm resistance, with several indicating a desire to defer judgment at this time.

In itemizing problems met by teachers, the assistants-to-principal cited the need to adjust expectations and methods to younger children. Some mentioned the large number of pupils with whom each teacher had to relate as a concomitant of departmentalization. Several indicated a definite need for more teacher training.

General school problems cited by assistants to principal included lack of space, materials, and facilities for many types of activities; the long distances traveled by some pupils; and the need to convince teachers and parents of the advantages of the intermediate school program.

In response to questions concerning contemplated changes, there were varied plans for restructuring activities, in order to modify class groupings in some areas, to seek more homogenity in areas which are presently heterogeneously grouped (social studies, science and foreign languages) and to afford pupils longer periods with one teacher where possible.

School Services

An intensive study was made of the role of the guidance counselors, school social workers and school psychologists. Guidance functions were examined in all the pilot schools, and social work and psychological services were assessed in the six selected schools.

It was found that over 90 per cent of the counselors attended the in-service training sessions in group processes sponsored by the Board of Education. The sessions were rated "good to fair" by all but four, who thought they were "poor."

Counselors reported that they gave most of their time to problems centering around "pupil self-image," "not working to capacity," "peer relationships," "feelings of inadequacy and failure," and "problems with teachers." "Earning and spending money" and "sex problems" were given the least amount of attention. It might be anticipated that the introduction of the new program of sex education may be reflected in the problems or questions presented to guidance counselors.

School social workers were assigned to schools two days per week. It was found that they required more time to work in depth with school personnel and community groups.

School psychologists were also on a part-time basis of two days per week in a school. They indicated the need for additional time to conduct conferences and seminars with parents, teachers and community groups.

Intermediate School Curriculum

The teachers experienced greater success in the new curriculum areas of typewriting and foreign languages than in urban living. In the first two areas, a highly structured curriculum and the factors of teacher training and experience seemed to be related to this success. Urban living was taught mainly by home economics and industrial arts teachers, and there was evident confusion regarding goals, subject matter, and the issue of which teachers should be sharing the responsibility of implementation. Curriculum restructuring is indicated, here, in order to eliminate these confusions.

Despite the apparent difficulties concomitant to a new program, pupils, teachers, and parents seemed to react enthusiastically to the introduction of these new areas into the intermediate school curriculum.

Desegregation and Integration

Criticism of feeder-school patterns may be directed at those presently segregated intermediate schools where neighborhood segregation seems to perpetuate the static ethnic distribution of both the intermediate school and the feeder schools from which it received its pupils. No viable solutions have been offered, as yet, to alleviate this situation.

However, the comparison of the ethnic distribution in intermediate schools and in their respective feeder schools did reveal that, in the majority of cases, the intermediate schools offered the sixth grade pupils a more desegregated situation than they would have experienced had they remained in the elementary schools.

With respect to class groupings, it is generally accepted that the homogeneous or ability grouping procedure found in language arts and mathematics, tends to increase segregation among classes. The heterogeneous groupings in other subject areas tend, generally, to create more desegregated classroom situations.

In the section on grade organization, Chapter III, D-6, summarizing contemplated organizational changes, responses of administrators and teachers indicated a trend towards greater homogeneity in class groupings. Since furthering integration is a basic objective of the intermediate school program, any plans for the extension of homogeneous groupings must be approached with great caution. Newer techniques, facilities and programs should enable the teacher to meet children's needs at varying ability levels without the need for extending homogeneous groupings, i.e., team-teaching, programmed instruction, provision of teacher assistants, small subgroups for skill development, nongraded programs, and so forth. A continuing emphasis on heterogeneous grouping is more appropriate to our urban society and to the intermediate school objective of furthering integration.

Reactions of Sixth Grade Pupils and Parents to the Intermediate School Program

Pupils' favorable reactions were indicated by the fact that three out of four preferred the intermediate school program and almost nine out of ten thought the departmental program preferable to remaining in one class all day. Almost two-thirds felt they had improved scholastically in their new school, with only about 12 per cent feeling pessimistic as to school progress.

It was rewarding to note that two of the newly introduced subjects, typing and foreign languages, were selected among their favorite activities; and surprising to find that these, as well as other subject areas, took precedence in their choices, over such periods as playground, lunch, and clubs.

Rather realistically, the pupils assessed reading and mathematics as the subjects in which they needed most improvement. The sixth graders' overall impression of the first year in the intermediate school was generally satisfactory and hopeful.

The parents' responses indicated that about three-quarthers of their number felt their youngsters were doing better in the new school. The parents agreed with their children in assessing reading and mathematics as the areas in which most help seemed needed. About 90 per cent of them had visited the school; some indicated having made several visits. Most of the parents (85 per cent) felt the teachers were interested in their children and 90 per cent said that their youngsters liked coming to school.

A relatively small percentage of the parents revealed lack of information or interest by answering questions with a "do not know" response. Most responses indicated awareness of, and definite reaction to, the new experiences in which their children were involved. In general, the tenor of their responses was positive, indicating interest in their children's activities and a desire to be informed as to progress.

The reservoir of apparent awareness, interest, and desire for knowledge on the part of parents seems to have been inadequately tapped by the intermediate schools, as indicated in the administrators' summary of parent-community involvement in the intermediate school. Just as the role of the intermediate school seems to be one of charting new paths in school orgnization and curriculum, so is it incumbent upon it to seek new vehicles for greater parent-community involvement and interaction with the school.

Pupil Performance

Metropolitan Reading tests were administered to sixth grade students in October 1966 and in April 1967. Sixth grade classes in six pilot intermediate schools were compared with sixth grade classes in six ethnically and socioeconomically comparable non-pilot schools. There appeared to be no differences in reading achievement between sixth graders in the pilot and the non-pilot schools. Both groups gained four months during this six month period.

The overall comparison between the pilot and non-pilot schools did not show any significant differences in class size, ratio of pupils to professionals, attendance, and percentages of teachers with at least three years of experience. The lack of significant differences in reading achievement between sixth graders in the pilot and the non-pilot schools should therefore not be too surprising.

The factors that did differentiate the pilot schools were the new subject areas in the sixth grade curriculum, the slightly less segregated classes, the higher percentage of regular teachers, and the pre-service and in-service teacher training that was offered. The assumption that these advantages accruing to the pilot schools would lead to improvement in reading is not borne out by the findings.

It would appear that the differences which distinguish pilot from non-pilot schools do not influence the reading achievement of sixth grade pupils. It may be thatit is unrealistic to expect to find perceptible gains in reading level at such an early stage of an experimental program. A more valid study of reading gains requires continued assessment, over a longer period of time.

RECOMMENDATIONS

As one reviews the findings based on the reactions of school personnel, parents, and pupils, and the observations made by the evaluators of the schools in operation, it appears that some of the problems confronting the schools are the "growing pains" associated with the birth of a new educational idea. Others are more basic and are citywide problems confronting the entire educational system.

The recommendations which follow are derived from many sources - administrators, supervisors, service personnel, classroom teachers, pupils and parents. Some may already be part of future planning and others are suggestions which may be worthy of such consideration. In any event, these recommendations, based on the initial experiences with the program, may be helpful in strengthening the intermediate school program.

Objectives of the Intermediate School Program

There is need for another "look" at objectives in the light of the first year's experiences with the program. Some objectives require more precise definitions and shift in direction and emphasis. The reappraisal should also consider the changes in the social and educational scene since the initial formulation of these objectives. School administrators should be consulted in the refining and articulating of these objectives so they may identify with and feel more closely involved in their realization.

School Organization

The blueprint of organization for the intermediate schools with its grade structure, subschools, departmentalization, and groupings is ready for review and reevaluation at this point. Although evidence indicates that the inclusion of grade six in the intermediate school organization is generally looked upon favorably by personnel, pupils and parents; its extension down to grade five may require deferment, and a reconsideration of the appropriateness of departmentalized programs at the fifth grade level may be indicated.

The problem of homogeneous and heterogeneous groupings is a controversial issue. There is little "hard data" to defend either as "the superior method." However, in the public schools of our pluralistic dynamic society, heterogeneous grouping seems more appropriate. To maintain and extend this heterogeneity, more support of the classroom teacher should be forthcoming.

Personnel

The strength and weakness of the program rests, to a considerable degree, on staffing. The intermediate school program requires specific teacher education which is currently lacking or in very short supply. A teacher-training program both at the college and in-service level must be inaugurated immediately. Joint planning with the metropolitan universities, the schools, the Board of Education, classroom teachers, and particularly guidance and remediation specialists, is indicated.

School Facilities

More attention should be given to the physical plant before and after instituting the program in a school. Overcrowding, lack of space and rooms for special classes as well as for administrative and service functions tend to vitiate the best efforts of the personnel to achieve the objectives of the program.

If the pilot schools are to serve as educational laboratories to develop a more effective program for teaching the educationally disadvantaged, then the schools should be provided with the physical conditions which help and do not limit or hinder the program. Administrators and staff of pilot schools should be consulted in the planning stages, prior to the construction of new intermediate schools.

School Services

The health services available to the schools - medical, dental, and nursing - appear to be inadequate. Vigorous and direct requests to the Department of Health for such services are needed.

The implementation of sex education programs suggests the need for in-service and university teacher training cooperation.

Curriculum

The enthusiasm of school personnel for the "new" intermediate school curriculum should be examined and evaluated in the light of the experiences with it. The skill subjects, Typing and Foreign Language, appear to be more successful than the less structured curriculum in Urban Living. This latter curriculum needs further study as it applies to the intermediate School. Provision should be made for continuous curriculum construction and evaluation

Desegregation and Integration

The efforts of the Board of Education to promote better ethnic balance in the intermediate schools by establishing new feeder patterns and by locating new schools in or near neighborhoods of multi-ethnic composition has been moderately successful. These efforts, it appears, should be continued and intensified.

Schools with a diverse ethnic population are promoting desegregation by heterogeneous groupings in many subject matter classes, the exception being in Language Arts and Mathematics. To maintain and extend this kind of grouping, it is generally agreed by school personnel that supportive measures are required - remediation, individualized instruction, and the like. Planning and funding to this end seems appropriate.

As far as integration is concerned, observations indicate that too much is left to chance within the school and the classroom. There is obvious need for school experiences and activities, consciously and deliberately devised to promote integration in all aspects of school life.

Parent and Community

Communication between parents, community, and schools represents a crucial and sensitive issue. There is urgent need to open and maintain lines of communication between schools, parents, and community. The schools must assume the initiative and leadership in this connection. The careful study of ways and means for establishing rapport with the parents should become an integral function of the school. Some schools have been more successful than others in gaining the confidence and cooperation of the parents and the community.

Additional administrative personnel should be allotted to each school and charged with the primary responsibility of planning and promoting school parent-community interaction. This would serve the dual purpose of channeling parent potential into roles which might fill school deficiencies, and offering parents significant involvement in school life.

Further Research

This evaluation cannot be considered more than the first step in a longitudinal study. The findings are, in many instances, benchmarks for future comparisons. This is particularly true in the area of reading. The reading scores for October 1967 and April 1968, which are used in this report, represent only a fraction of the total picture for the school year. The utilization of test scores obtained in October, 1968 would be required in order to obtain a more reliable assessment of gains made during the entire 1967-68 school year.

Almost every aspect of school life assessed, suggests follow-up studies - integration and desegregation, organization, curriculum, academic achievement, and the reactions of school personnel, pupils and parents. Many in-depth assessments are also indicated.

Reading Achievement

The reading performance of sixth graders in the pilot intermediate schools was not significantly different from that of sixth graders in comparable non-pilot schools. They were six months behind the grade norm at the beginning of the school year and, because they failed to make normal progress, they were even more retarded in reading by the end of the school year. As far as reading achievement was concerned, there was no advantage for a sixth grader in a pilot school.

It was seriously questioned by the evaluators whether it was realistic to have anticipated any gain in reading achievement in the pilot schools. This expectation was postulated on the generally accepted assumption that an improved school milieu will be reflected in an improvement in total academic performance, and therefore in reading.

In the case of the intermediate schools, particularly, it is felt that acceptance of this assumption without qualification is a kind of educational wishful thinking. The very fact that there was a redirection of curricular emphasis, including the introduction of three new subjects to the curriculum, with a possible concomitant loss of time and emphasis on remediation and drill in other areas, must be considered realistically in our achievement expectations. Perhaps a more realistic approach to the improvement of reading is to make this a specific and conscious goal of the program and to implement it with definite measures toward the realization of this objective.

Summary and Evaluation

The intermediate school program appears to have been launched with some success. The administrators, teachers, pupils and parents reacted favorably to the plan. The basic organizational format has been established to a considerable extent. Many of the weaknesses revealed were not indigenous to the program, itself, but system-wide. The new curriculum, with some exceptions, is moving in the desired direction and is in general, enthusiastically received. Integration and desegregation efforts are making small but important gains. Academic achievement will best be evaluated by longitudinal studies.

There is every indication that in the coming school year, 1967-68, the intermediate school program will continue progress towards its objectives, provided that it receives the necessary financial, educational and moral support.

APPENDIX A

PILOT INTERMEDIATE SCHOOLS 1966-67

Tables | Page

SECTION I

Pilot Intermediate Schools 1966-67 A1

Ethnic Composition of Sixth Grade Classes in Pilot Intermediate Schools A2

Ratio of Pupils to Professional Staff Members in the Pilot Intermediate Schools A3

Percentages of Regular Teachers and Those with Four or More Years of Teaching in the Pilot Intermediate Schools A4

Changes in Ethnic Composition of Pilot Intermediate Schools 1962-1966 A5

Comparison of Desegregation in Receiving Pilot Intermediate Schools and Feeder Elementary Schools A6

Ethnic Census - Selected Sixth Grades in Matched Pilot, Nonpilot and Elementary Schools by Individual Schools A14

Sixth Grade Mean Reading Comprehension Grade Equivalents by Individual Schools for October 1966 and April 1967 A15

Differences in Mean Reading Comprehension Grade Equivalents Among Sixth Graders in Matched Pilot, Nonpilot and Elementary Schools A16

SECTION II

Ethnic Composition of Intermediate School Personnel A17

PILOT INTERMEDIATE SCHOOLS - 1966-67

School	Grade Organ-ization	School Register	Ethnic Percentages P.R.	N	O	Location
2B - SS[a]	6,7,8	1320	31.9	23.2	44.9	Lower Cent. Pk. West - M
*24S - SS	6,7,8,9	1214	35.8	16.1	48.1	Chelsea - M
9T - SS	6,7,8	1487	1.6	98.1	0.3	Cent. Harlem - M
4Y - SS	6,7,8	1493	65.0	32.7	2.3	East Harlem - M
*12U - SS	5,6,7	631	23.8	74.8	1.4	East Harlem - M
*14D - SS	5,6,7	1097	37.8	28.4	33.3	Clausen Point - Bx.
15C - SS	6,7,8	1548	69.4	22.2	8.4	Williamsburg - Bklyn.
8Z	6,7,8	1536	23.8	36.7	39.5	E. New York - Bklyn.
7H	6,7,8	1754	5.6	36.0	58.4	Flatbush - Bklyn.
10P - SS	7,8	1489	1.0	72.7	26.3	S. Jamaica - Queens
6L	6,7,8	1567	2.7	50.4	46.9	Springfield Gardens - Q
*18E	6,7,8	1766	9.5	17.6	72.9	Sherwood Gardens - Q
21G - SS	6,7,8	983	13.9	19.2	66.9	Astoria - Q
17J	6,7,8	1473	2.2	21.5	76.3	Corona - Q
TOTAL		19,358	22.5	38.4	39.1	

a. SS refers to Special Service

* new schools - opened in 1966

Note: Ethnic data are based on the school reports submitted to the Board of Education for the October 30, 1966 Ethnic Census.

ETHNIC COMPOSITION OF SIXTH GRADE CLASSES
IN PILOT INTERMEDIATE SCHOOLS*

October 31, 1966

	Total Sixth Grade Population	Ethnic Composition			Percentages		
School		P.R.	N	O	P.R.	N	O
2B	422	136	95	191	32.2	22.5	45.3
9T	416	6	409	1	1.5	98.3	0.2
4Y	309	175	133	1	56.6	43.1	0.3
12U	175	40	132	3	22.9	75.4	1.7
24S	319	101	50	168	31.7	15.7	52.6
14D	281	80	79	122	28.5	28.1	43.4
15C	330	233	65	32	70.6	19.7	9.7
8Z	310	93	111	106	30.0	35.8	34.2
10P	No sixth grade						
6L	247	11	107	129	4.5	43.3	52.2
18E	701	42	123	536	6.0	17.5	76.5
21G	335	59	60	216	17.6	17.9	64.5
17J	337	8	43	286	2.4	12.7	84.9
7H	445	28	220	197	6.3	49.4	44.3
TOTAL	4627	1012	1627	1988	21.9	35.2	42.9

* Data are based on school reports submitted to Board of Education for the October 30, 1966 Ethnic Census.

RATIO OF PUPILS TO PROFESSIONAL STAFF MEMBERS IN THE PILOT INTERMEDIATE SCHOOLS

School	Number of Students	Number of Professionals	Ratio
2B	1295	92	14.1
9T	1434	110	13.0
4Y	1407	113	12.5
*12U	579	56	10.3
*24S	1177	88	13.4
*14D	1061	75	14.1
15C	1494	123	12.1
8Z	1485	103	14.4
7H	1754	100	17.5
10P	1474	112	13.2
6L	1549	101	15.3
*18E	1746	116	15.1
21G	983	80	12.3
17J	1473	89	16.6
TOTAL	18,911	1358	13.9

* new schools

Note: These data were based on the October 31, 1966 survey and were provided by the Junior High School Office of the Board of Education. Professionals include regular teachers, career guidance and special guidance teachers, quota positions, corrective reading, dean of guidance, Higher Horizons coordinator, N.E. coordinator, Open Enrollment coordinator, Foreign Language coordinator, Math coordinator, Music coordinator, Teacher Training coordinator, Home economics, Industrial arts, Librarian, Swimming teacher, Laboratory assistant, Principal, Assistant to Principal, Chairmen, and A.V. teacher.

PERCENTAGES OF REGULAR TEACHERS AND THOSE WITH FOUR OR MORE YEARS OF TEACHING IN THE PILOT INTERMEDIATE SCHOOLS

School	Total Number	Number of Regular	Number of Substitutes	Per Cent of Regular	Years of Service		Per Cent
					1 - 3	3 plus	3 plus
*24S	85	42	43	49.4	38	47	55.3
4Y	106	66	40	62.3	35	71	67.0
*12U	54	36	18	66.7	19	35	64.8
2B	94	51	43	54.3	36	58	61.7
9T	109	58	51	53.2	39	70	64.2
*14D	69	51	18	73.9	25	44	63.8
15C	115	56	49	57.4	40	75	65.2
7H	92	50	42	54.3	38	54	58.7
8Z	98	44	54	44.9	52	46	46.9
17J	84	49	35	58.3	29	55	65.5
21G	73	48	25	65.8	21	52	71.2
*18E	103	79	24	76.7	56	47	45.6
10P	108	61	47	56.5	44	64	59.3
6L	98	68	30	69.4	30	68	69.4
TOTALS	1288	769	519	59.7	502	786	61.0

* new schools

Note: These data were obtained from the Bureau of Educational Program Research and Statistics of the New York City Board of Education.

CHANGES IN ETHNIC COMPOSITION OF PILOT INTERMEDIATE SCHOOLS

1962 to 1966

School		Per Cent	Changes in Percentages				Total Change
		1962	1963	1964	1965	1966	1962-1965
2B	PR	36.1	-4.4	0.5	-2.8	2.5	-4.2
	N	19.3	0.6	-2.7	6.9	-0.9	3.9
	O	44.6	3.8	2.2	-4.1	-1.6	0.3
9T	PR	1.5	-0.2	0.3	0.2	-0.2	0.1
	N	96.7	1.7	-0.1	-1.0	0.8	1.4
	O	1.8	-1.5	-0.2	0.8	-0.6	-1.5
4Y	PR	61.9	-1.2	2.3	0.0	2.0	3.1
	N	30.3	0.4	-1.5	2.6	0.9	2.4
	O	7.8	0.8	-0.8	-2.6	-2.9	-5.5
15C	PR	60.2	1.0	-6.0	9.8	3.5	9.2
	N	24.2	1.2	12.5	-13.4	-2.3	-2.0
	O	15.6	-3.1	-6.5	3.6	-1.2	-7.2
7H	PR	4.3	0.5	-0.3	-0.8	1.9	1.3
	N	14.6	2.7	4.6	3.0	11.1	21.4
	O	81.1	-3.2	-4.3	-2.2	-13.0	-22.7
6L	PR	1.0	0.2	-0.2	3.3	-1.6	1.7
	N	42.0	-2.9	0	10.3	1.0	8.4
	O	57.0	2.7	0.2	-13.6	6.0	-10.1
21G	PR	9.7	0.9	1.2	1.5	0.6	4.2
	N	19.2	-1.6	-1.0	0.8	1.8	0.0
	O	71.1	0.7	-0.2	-2.3	-2.4	-4.2
17J	PR	1.6	0.1	-0.7	1.1	0.4	0.9
	N	6.5	-0.1	1.8	7.1	5.9	14.7
	O	91.9	0	-1.1	-8.2	-6.3	-15.6
*10P	PR		3.6	-2.0	0.6	-1.2	-2.6
	N		92.3	-7.2	-14.5	2.1	-19.6
	O		4.1	9.2	13.9	-0.9	22.2
TOTAL	PR	20.5				21.6	1.1
	N	38.5				42.6	4.1
	O	41.0				35.8	5.2

* I.S. 10P did not open until 1963.

COMPARISON OF DESEGREGATION IN RECEIVING PILOT INTERMEDIATE SCHOOLS AND FEEDER ELEMENTARY SCHOOLS

Key:

Significantly more desegregation	++
More desegregation	+
Less desegregation	-
No change-segregated	0
No reply	n.r.
None sent-no sixth grade	n.s.

I.S. - 14D

Feeders	
A	+
B	++
C	++
D	n.s.
E	+

I.S. - 6L

Feeders	
A	++
B	n.s.
C	++
D	++
E	++
F	++

I.S. - 21G

Feeders	
A	*
B	-
C	n.r.

I.S. - 17J

Feeders	
A	0
B	-
C	+
D	n.r.

I.S - 18E

Feeders	
A	0
B	+
C	+
D	+
E	0
F	n.r.

I.S. - 24S

Feeders	
A	+
B	-
C	n.r.

I.S. - 9T

Feeders	
A	0
B	0
C	0
D	0
E	0
F	0
G	n.r.
H	n.r.

I.S. - 12U

Feeders	
A	-
B	0
C	0
D	n.r.
E	n.r.

I.S. - 4Y

Feeders	
A	0
B	0
C	0
D	-
E	0
F	-
G	n.r.

I.S. - 2B

Feeders	
A	++
B	++
C	++
D	++

I.S. - 7H

Feeders	
A	++
B	+++
C	++
D	n.s.
E	n.r.

I.S. - 15C

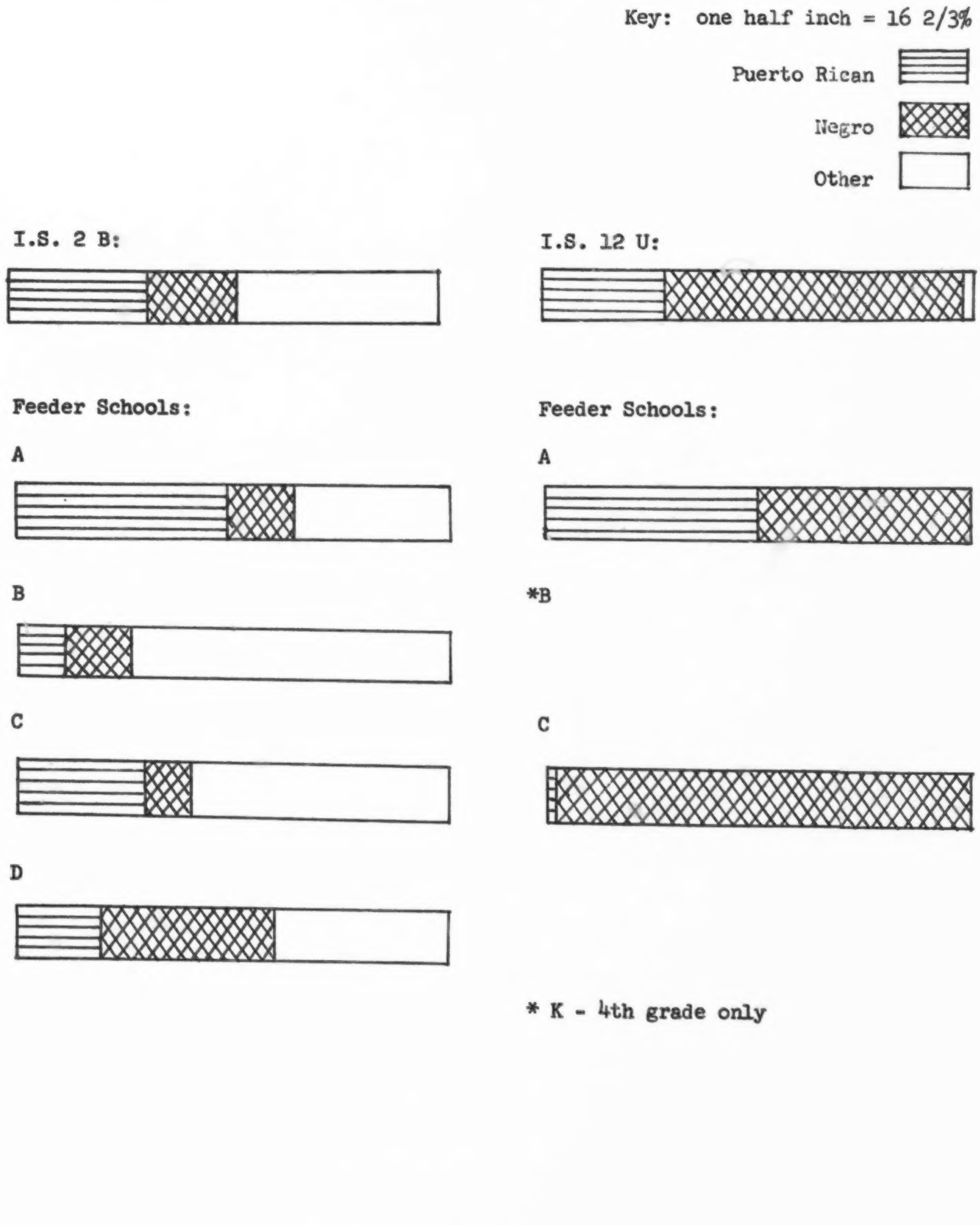
Feeders	
A	-
B	-
C	n.s.
D	n.s.
E	n.s.
F	n.r.

I.S. - 8Z

Feeders	
A	+
B	++
C	++
D	+
E	++

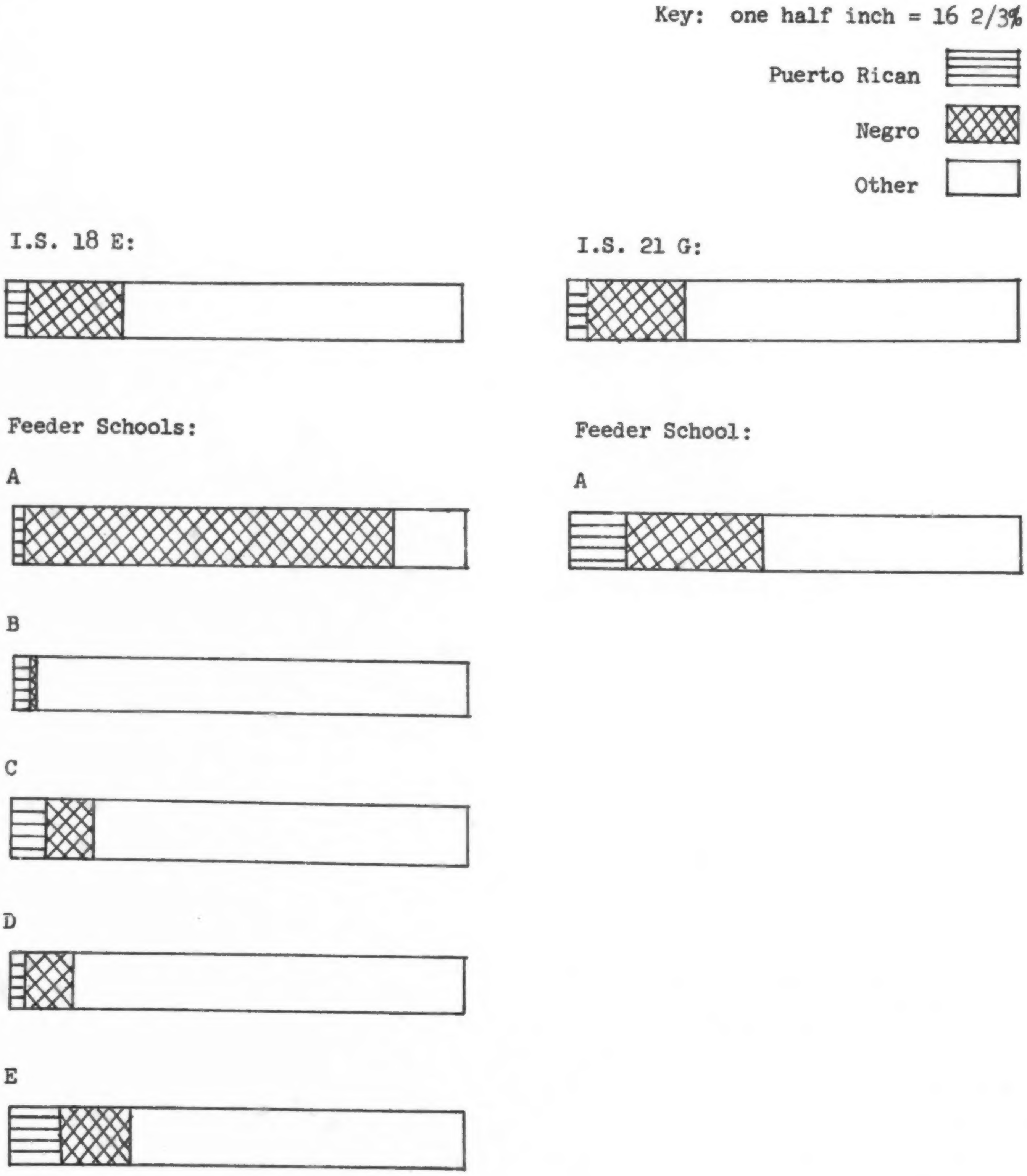
* No records due to fire.

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

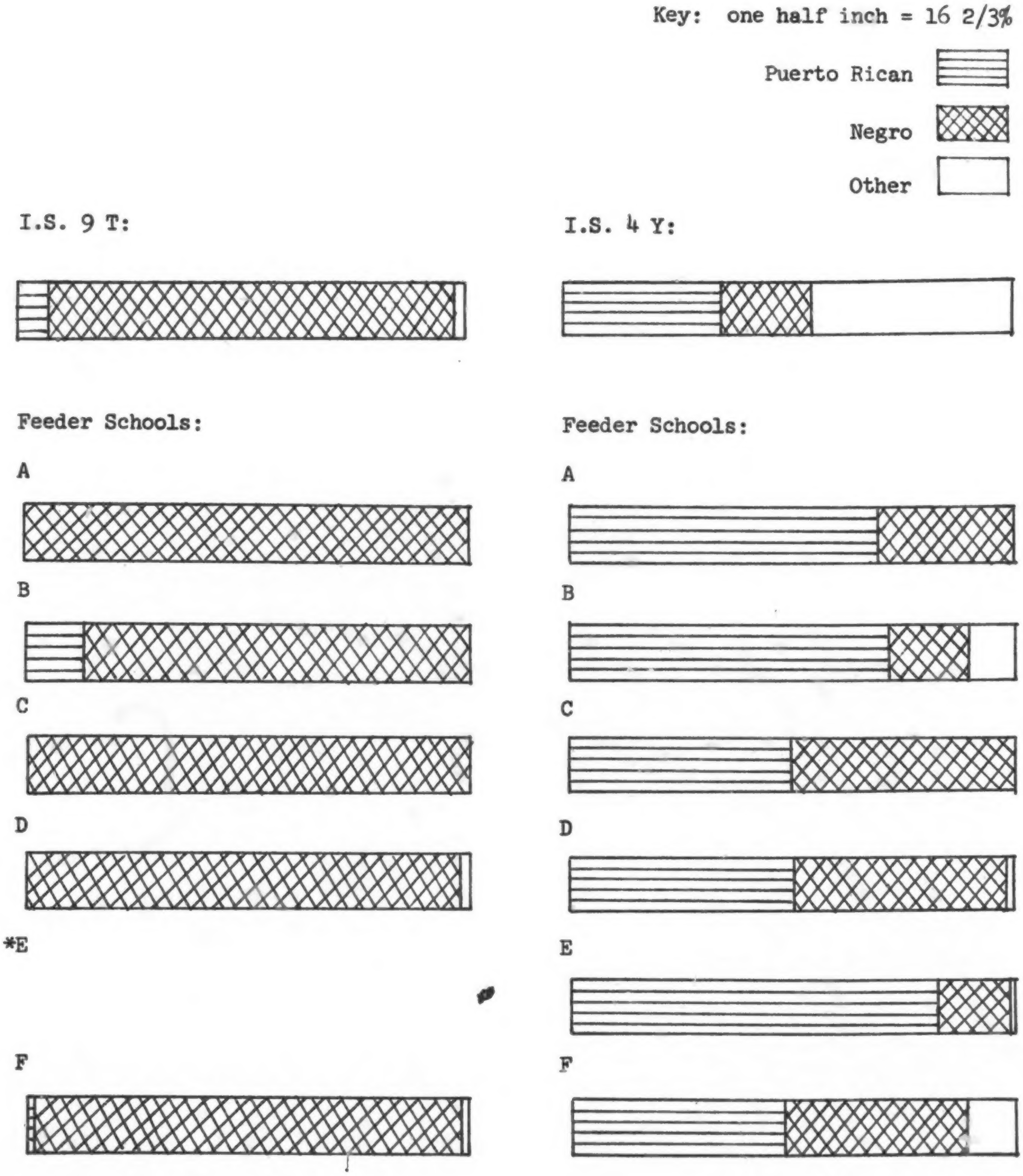


* K - 4th grade only

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS



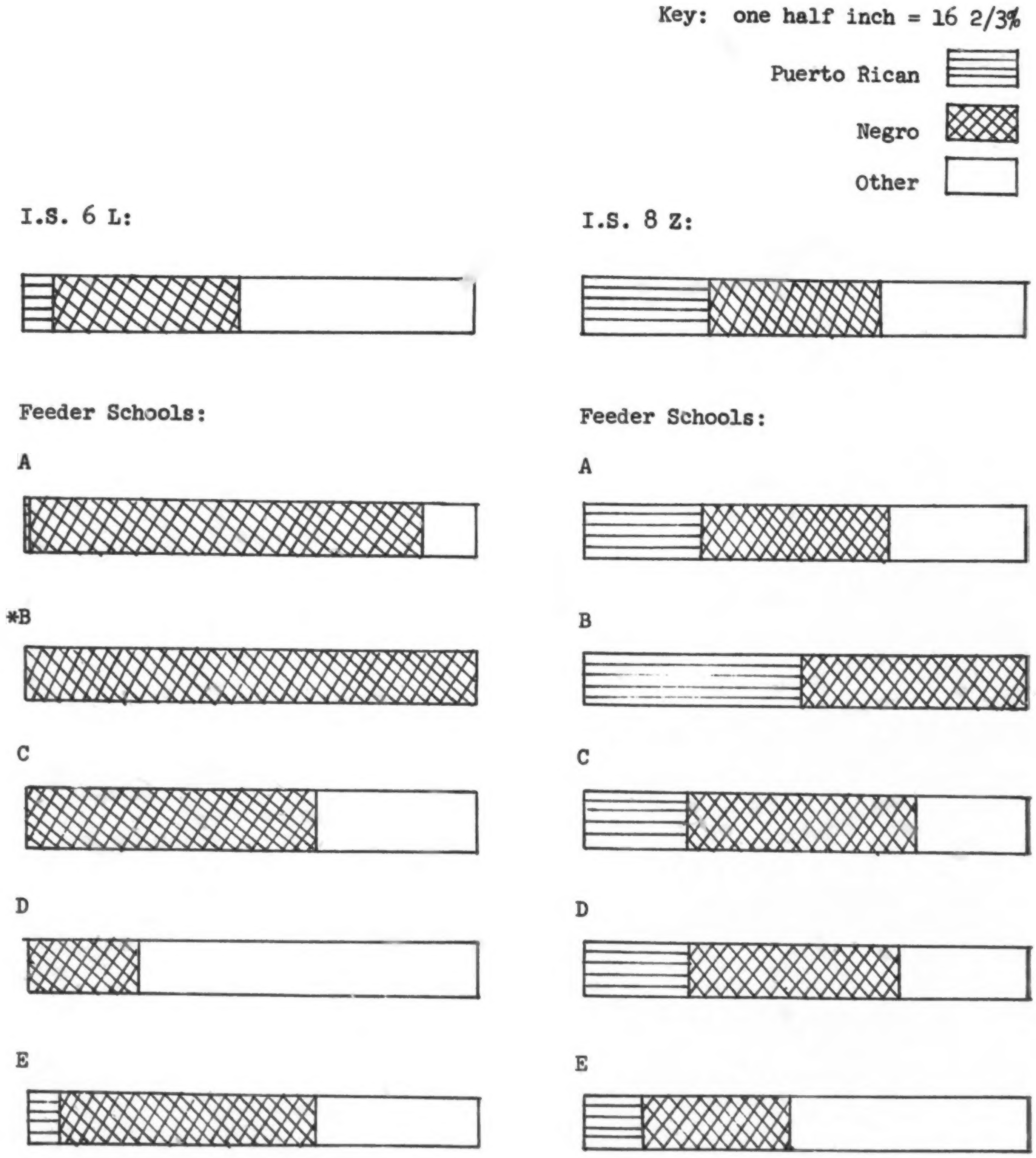
THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS



* sends only 7th grade

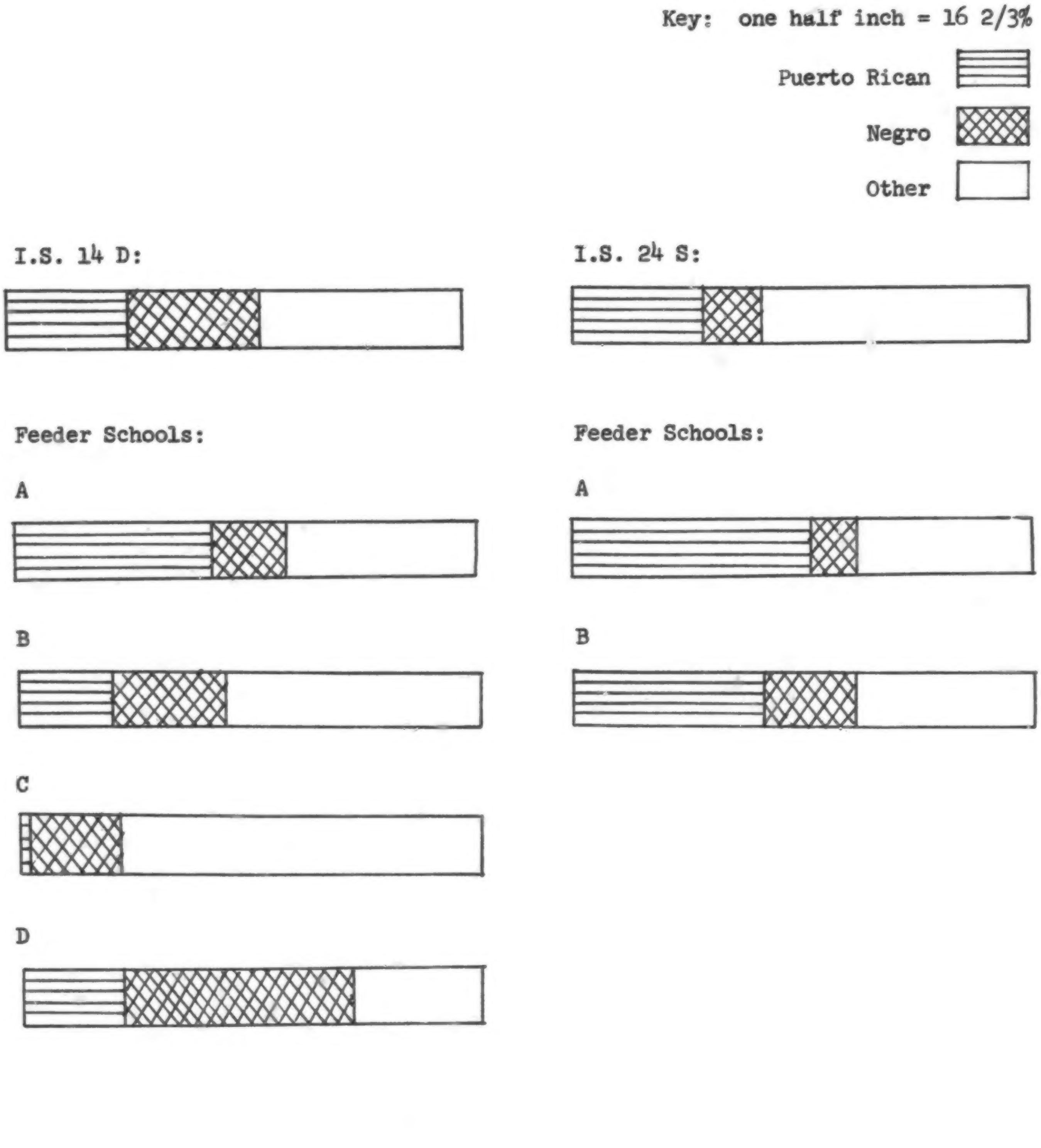
A10

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

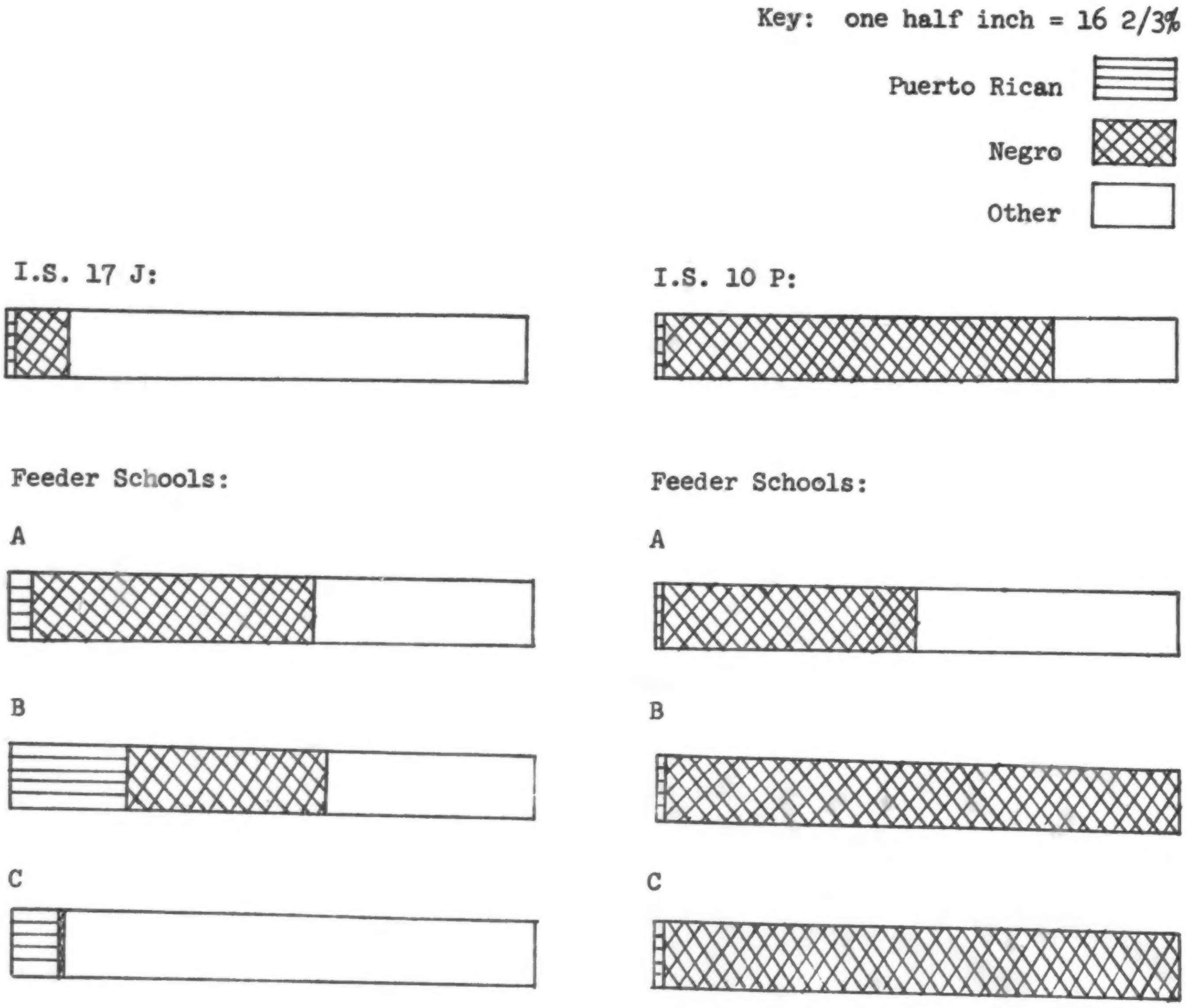


* None sent in 1966 - above projection for 1967

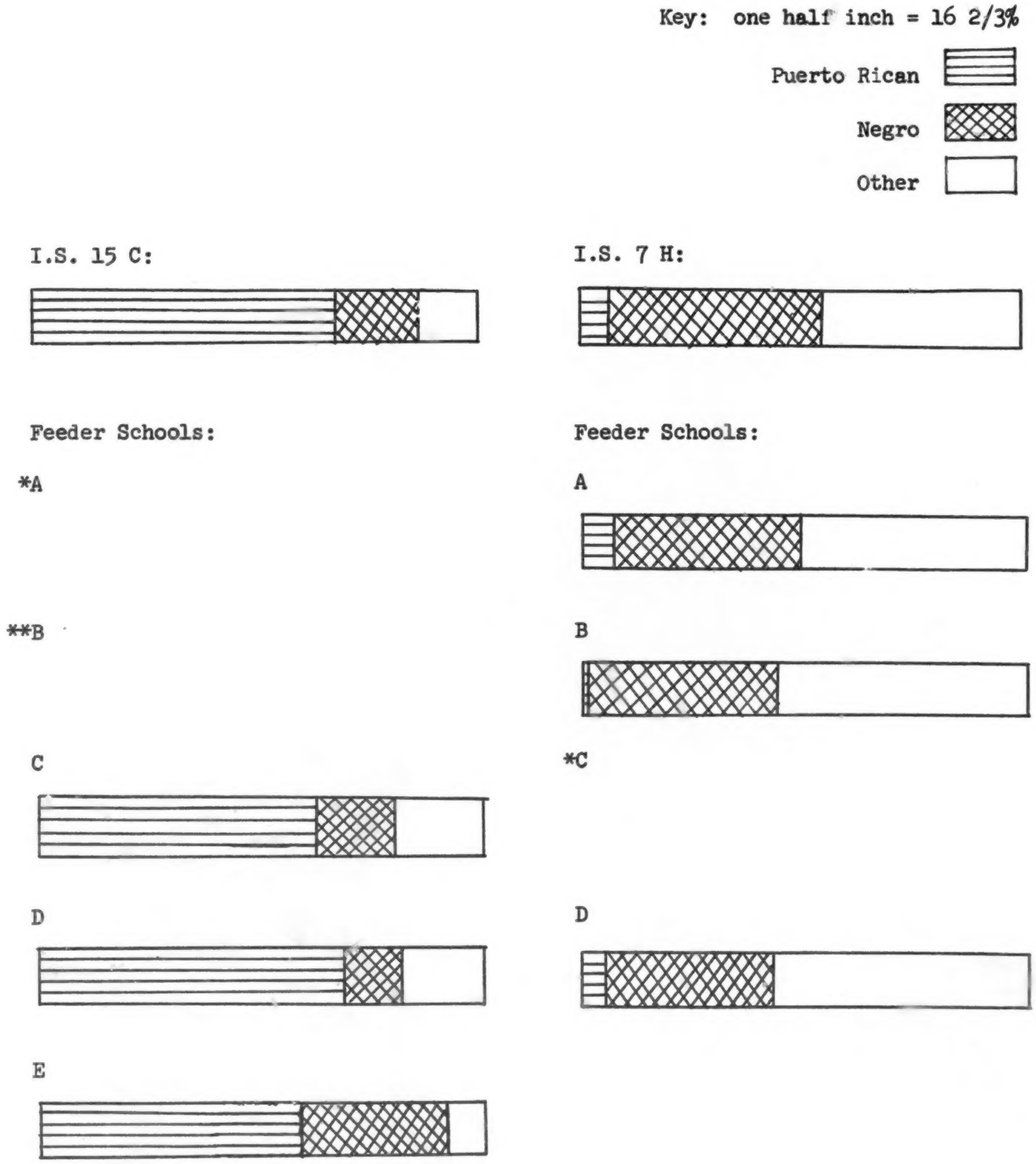
THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS



THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS



THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS



* K - 4th grade only

** sends only 7th grade

ETHNIC CENSUS - SELECTED SIXTH GRADES IN MATCHED PILOT, NONPILOT AND ELEMENTARY SCHOOLS BY INDIVIDUAL SCHOOLS (October 1966)

	PILOT				NONPILOT					ELEMENTARY			
School	Puerto Rican	Negro	Other	Total	School	Puerto Rican	Negro	Other	Total	School	Puerto Rican	Negro	Other	Total
9T	6 1.5%	409 98.3	1 .2	416	N 9T	3 1.0%	313 98.4	2 .6	318	E 9T	3 2.3%	126 97.7	0 0	129
14D	80 28.5%	79 28.1	122 43.4	281	N14D	140 27.5%	132 26.0	236 46.5	508	E14D	48 30.8%	39 25.0	69 44.2	156
15C	233 70.6%	65 19.7	32 9.7	330	N15C	209 68.3%	54 17.6	43 14.1	306	E15C	86 62.3%	26 18.8	26 18.8	138
8Z	93 30%	111 35.8	106 34.2	310	N 8Z	90 29.3%	67 21.8	150 48.9	307	E 8Z	54 27.8%	68 35.1	72 37.1	194
6L	11 4,5%	107 43.3	129 52.2	247	N 6L	4 1.5%	100 38.3	157 60.2	261	E 6L	3 3.1%	53 55.2	40 41.7	96
18E	42 6.0%	123 17.5	536 76.5	701	N18E	17 4.7%	77 21.2	269 74.1	363	E18E	2 2.0%	31 31	67 67	100
TOTAL:	465 20.4%	894 39.1	926 40.5	2285		463 22.4%	743 36.0	857 41.6	2063		196 24.1%	343 42.2	274 33.7	813

SIXTH GRADE MEAN READING COMPREHENSION GRADE EQUIVALENTS
BY INDIVIDUAL SCHOOLS FOR OCTOBER 1966 AND APRIL 1967

Nonpilot Schools

School	10/66	4/67	Gain
1	4.8	5.0	+.2
2	4.5	4.7	+.2
3	4.4	5.2	+.8
4	4.3	4.6	+.3
5	4.3	4.6	+.3
6	4.5	4.8	+.3
7	5.2	5.3	+.1
8	4.7	4.9	+.2
9	5.8	6.2	+.4
10	4.5	4.7	+.2
11	4.5	4.7	+.2
12	4.6	4.9	+.3
13	4.4	4.6	+.2
14	4.7	5.2	+.5
15	4.9	5.1	+.3
16	4.7	5.0	+.3
17	4.6	5.4	+.8
18	4.5	4.7	+.2
19	4.9	5.0	+.1
20	4.6	4.8	+.2
21	4.8	4.9	+.1
22	5.0	5.4	+.4
23	6.5	6.8	+.3
24	6.4	6.9	+.5
25	6.9	7.2	+.3
26	7.7	8.2	+.5
27	4.7	5.0	+.3
28	6.2	6.6	+.4
Total	5.14	5.45	+.31

Pilot Schools

School	10/66	4/67	Gain
2B	6.8	6.9	+.1
9T	4.7	5.1	+.4
24S	6.3	6.7	+.4
4Y	4.3	4.9	+.6
12U	5.1	5.3	+.2
14D	5.7	6.1	+.4
15C	5.0	5.4	+.4
8Z	5.0	5.3	+.3
7H	6.0	6.3	+.3
6L	6.8	7.0	+.2
18E	6.3	6.9	+.6
21G	5.2	5.7	+.5
17J	7.7	8.2	+.5
Total	5.80	6.22	+.42

Elementary Schools

School	10/66	4/67	Gain
E9T	5.3	6.1	+.8
E14D	5.6	6.2	+.6
E15C	4.5	5.3	+.8
E8Z	4.9	5.2	+.3
E6L	5.2	5.7	+.5
E18E	6.9	7.5	+.6
Total	5.30	6.30	+1.00

TABLE OF "t" VALUES

DIFFERENCES IN MEAN READING COMPREHENSION GRADE EQUIVALENTS AMONG SIXTH GRADERS IN MATCHED PILOT, NONPILOT AND ELEMENTARY SCHOOLS

Samples	October 1966		April 1967	
	t	p	t	p
Pilot and Nonpilot	1.29	n.s.*	1.16	n.s.
Pilot and Elementary	3.67	< .01	2.19	< .05
Nonpilot and Elementary	2.70	< .01	1.10	n.s.

* n.s. = not statistically significant

APPENDIX A

Section II

ETHNIC COMPOSITION OF INTERMEDIATE SCHOOL PERSONNEL

An analysis was made of the ethnic composition of the Intermediate School staffs. Data were obtained by means of the School Survey Questionnaire in the Initial Study,[1] and the Questionnaire to School Administrators in the Follow Up Study.[2]

The following is a summary of the findings:

Teaching Personnel

The overall picture was that there were approximately 2 per cent Puerto Rican teachers, 16 per cent Negro teachers and 82 per cent white teachers in the fourteen pilot intermediate schools. There were seven schools that did not have any Puerto Rican teachers. The greatest proportion of Puerto Rican teachers was 9 per cent, and this was not the school with the largest Puerto-Rican population. Some Negro teachers were found in all of the fourteen schools, the percentages ranging from one per cent to fifty per cent. The three predominantly Negro schools had the highest percentages of Negro teachers. There were five schools in which 90 per cent or more of the teachers were white. In four of these five schools at least 50 per cent of the student body were white. Significantly, the most poorly represented ethnic group among the teachers were the Puerto Ricans.

---

1. See Appendix B6.
2. See Appendix B23.

Leadership Roles

A profile of the racial and ethnic composition of leadership roles in each pilot I.S. school was developed from the data collected.

TABLE 4

PROFILE OF ETHNIC COMPOSITION OF LEADERSHIP ROLES IN PILOT I.S. SCHOOLS

Role	Puerto Rican	Negro	Other
Principal	0	0	12
Acting Principal	0	1	0
Assistant Principal	2	3	18
Acting Assistant Principal	0	1	4
Department Heads*	0	7	17
Dean	0	2	13
Head Teachers or Grade Leaders	1	6	6
Head Secretary or Clerk	0	1	11
Head Custodial Engineer	1	0	13
Head of Lunchroom	0	9	5

---

* Respondents interpreted quantitative aspect of this item differently, so total figures may not be quite accurate.

These data indicate clearly that the status leadership (Principal, Assistant Principal) was overwhelmingly white. There was not one Negro or Puerto Rican regularly appointed principal. The one acting principal who was Negro replaced a white Principal, in the Spring of this year, in a racially explosive situation. Of the three Negro Assistant Principals, two were in desegregated situations and one in a segregated school. The two Puerto Rican Assistant Principals were in a segregated school.

The school having four Negro department heads was a (50-50 ratio) racially-ethnically balanced school. The two Negro Deans were assigned to segregated schools. Head teachers' and grade leaders' roles were filled so that there was a good racial-ethnic balance. Head secretaries with one exception (in a segregated school) were all white. Head custodial engineers, with the exception of one Puerto Rican in a segregated school, were all white. Heads of lunchrooms were predominantly Negro. With a very few exceptions, Puerto Rican leadership was not present.

APPENDIX B - INSTRUMENTS

PILOT INTERMEDIATE SCHOOLS 1966 - 1967

List of Instruments

Page

I Instruments for Initial Study

(a) Letters to Principals of Pilot Intermediate Schools Describing Initial Steps in the Evaluation B1

(b) Letter to Principals on Immediate and Long Range Objectives of the I.S. Project B2

(c) Principals Questionnaire on Objectives B3

(d) School Survey (Staffing and Personnel, Facilities, Organization, Curriculum, Integration and Desegregation, Parents, Community, and Ethnic Census) B4

II Instruments for Follow Up Study

(a) Letter to Principals on Follow Up Study B18

(b) Questionnaire to School Administrators B19

(c) Questionnaire for Assistants to Principal in Charge of Sixth Grade B23

(d) Questionnaire for Sixth Grade Guidance Counselor B26

(e) Questionnaire for School Psychologist B28

(f) Questionnaire for School Social Worker B30

(g) Questionnaire for Sixth Grade Teachers of Home Living or Urban Living B32

(h) Questionnaire for Sixth Grade Teachers of Typewriting B34

(i) Questionnaire for Sixth Grade Teachers of Foreign Language B35

(j) Observation Schedule B36

APPENDIX B (cont.)

Page

III Instruments for Feeder School Study

(a) Cover Letter to Principals B38

(b) Questionnaire to Feeder Schools B39

IV Instruments for Parent and Pupil Reaction Study

(a) Cover Letter to Principals B41

(b) Cover Letter to Sixth Grade Teachers B42

(c) Questionnaire in Spanish for Parents of Sixth Grade Pupils B43

(d) Questionnaire in English for Parents of Sixth Grade Pupils B46

(e) Checklist for Sixth Grade Pupils B49

APPENDIX B

Section I

Instruments for Initial Study

Page

(a) Letters to Principals of Pilot Intermediate Schools Describing Initial Steps in the Evaluation B1

(b) Letter to Principals on Immediate and Long Range Objectives of the I.S. Project B2

(c) Principals Questionnaire on Objectives B3

(d) School Survey (Staffing and Personnel, Facilities, Organization, Curriculum, Integration and Desegregation, Parents, Community, and Ethnic Census) B4

Center For Urban Education
33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

To: Principals of Pilot Intermediate Schools

Re: Initial Steps in the Evaluation of the Intermediate School Project

Ladies and Gentlemen:

On October 21, 1966 at a joint meeting of Board of Education representatives of the Intermediate School Project and staff members of the Center for Urban Education, guidelines for the evaluation of the fourteen pilot intermediate schools were discussed.

The first step in the evaluative process growing out of this meeting was the decision to obtain from the participating administrative personnel a statement of immediate and long-range objectives of the Project as they see it. These objectives will serve as guidelines in designing a plan for the evaluation of the Project.

A questionnaire has been drafted which is intended to structure and facilitate an interview with a sampling of the administrators charged with the responsibility for the Project. A few days after you receive this letter, a member of the evaluation team will contact you to arrange a mutually convenient time for an interview.

In addition, for the principals of the pilot school, there is a school survey checklist which attempts to collect data describing the status of the school at this time. It will be collected at the time of the interview. We would also like a short school profile that is a general description of the school as the principal sees it at present.

We look forward to working with you in this cooperative effort to produce the most effective evaluation. Thank you for your cooperation.

Edward Frankel

Evaluation Director

Center for Urban Education

33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

Evaluation Director: Dr. Edward Frankel

To: Principals of Pilot Intermediate Schools

Re: Immediate and Long-Range Objectives of the Intermediate School Project

The stated objectives of the Intermediate School Project are as follows:

"a. to cultivate the abilities and encourage the self fulfillment of students.
b. to maintain pupil motivation by providing course that are consistent with the pupil's ability, aptitude and needs.
c. to achieve better ethnic distribution in the intermediate grades.
d. to improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self image and in relation to other pupils of different ethnic, racial, religious or social groups, and
e. to improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8".

Recognizing that the fourteen pilot schools are participating in an educational experiment that was initiated only a few months ago in September 1966, the purpose of this initial phase of the evaluative efforts of the Center for Urban Education research team is to help clarify the immediate and the long-range objectives of the Project. Will you please answer the questions which follow, but do not feel limited by them. They are merely suggestive of the general scope of the discussion of objectives. It is important that your responses be in terms of your role in this Project.

Edward Frankel

Edward Frankel
Evaluation Director

Center For Urban Education
33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

Evaluation Director: Dr. Edward Frankel

Objectives of Intermediate School Project

Name .... Position .... How long ....

Former Position .... How long ....

How long as educator in New York City ....

Interviewer ....

Date ....

You may answer the following questions in writing and supplement them in the interview.

Presumably, your responses will be formulated in terms of your position in the Board of Education and your role in formulating and developing this Project.

1. For the achievement of which objectives do you think the schools are best prepared? least prepared?

2. Which of the objectives do you think can be realized within the current school year? Which should be regarded as long-range objectives?

3. What difficulties are you experiencing or do you anticipate in realizing the objectives of the Project?

4. What suggestions would you offer to the evaluators in assessing the Project and what would you suggest to make a more effective evaluation?

5. Are there any other aspects of the objectives of the Project and their evaluation that you feel need consideration?

B4

Center For Urban Education

33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

School Survey

To: Principals of Pilot Intermediate Schools

Please complete the following:

Your name .... P.S. .... Boro ...... Date ....

Age of building .... How long an intermediate school ....

How long as principal .... in this school .... elsewhere ....

Other administrative position .... how long ....

How long a classroom teacher ..... counselor .... other position ....

Teaching experience outside N.Y.C. .... position .... how long ....

Check List

The following is a check list which surveys various aspects of your school as it is at present. Its purpose is to determine the extent to which your school is prepared to achieve the objectives of the I.S. project and also to pinpoint the deficiencies or obstacles interfering with the execution of the program. This present status school survey will provide a useful frame of reference in our evaluative efforts.

Next to each item listed below, please write (A) adequate or (I) inadequate in the column headed Adequacy in number. If you wish, you may add a comment or explanation for the item in the column headed Comment. If an item is missing, add it under "Others".

I. Staffing and Personnel	Adequacy in numbers	Comment
1. Asst. Principal		
2. Classroom teachers		
3. Guidance counselors		
4. Remedial teachers		
5. Teachers for non-Eng. speaking pupils		
6. Human relations coord.		
7. Psychologist		

School Survey
(continued)

Staffing and Personnel	Adequacy in numbers	Comment
8. Social Worker		
9. School Nurse		
10. Doctor		
11. Dentist		
12. Librarian		
13. Speech teacher		
14. Attendance teacher		
15. Health counselor		
16. Lab. Assts.		
17. Department chairmen		
18. Lunchroom aides		
19. Clerical assistants		
20. Audio-visual teacher		
21. Others a.		
b.		
c.		
II. Facilities		
1. Classrooms		
2. Lunchrooms		
3. Gymnasium		

School Survey
(continued)

	Adequacy	Comment
4. Playground		
5. Library		
6. Auditorium		
7. Shops		
8. Teachers' cafeteria		
9. Teachers' rest rooms		
10. Teachers' workroom		
11. Conference rooms		
12. Guidance offices		
13. Administrative offices		
14. Art room		
15. Science room		
16. After School Center		
17. Laboratories		
18. Audio-visual rooms		
19. Music room		
20. Others a. Team Teaching		
b. Typing		
c.		

School Survey
(continued)

III. Organization in terms of achieving the objectives of the I.S. project. Describe briefly the following aspects of the present school organization, assess them as (S) Satisfactory or (U) unsatisfactory and comment if need be.

	Brief Description	U or S	Comment
1. Feeder plan			
2. Size of school population			
3. Grade structure			
4. Groupings			
a. Subschools			
b. departmentalizations			
5. Team teaching			
6. Dual progress plan			
7. Others			

School Survey
(continued)

IV. **Curriculum**

The following is a list of the subject areas for which there is a newly prepared curriculum for the I.S. Schools. In the appropriate column, answer the questions below. Use the COMMENT space for additional explanations.

Column I- Have you received the new curriculum materials? yes or no

Column II- Is this curriculum being used at the present time - yes or no

Column III- In what grade (s) is the new curriculum being used - 5, 6, 7, 8,

Column IV- Do you have a sufficient number of teachers adequately prepared for using the task force materials? yes or no

Column V- Do you have the special equipment and supplies needed to implement the curriculum? yes or no

Column VI- How many of your teachers had the in-service training geared toward implementing the new curriculum?

Column VII- Are your teachers enthusiastic about the new curriculum? yes or no

Subject Areas	I	II	III	IV	V	VI	VII	Comment
Lang. Arts								
Mathematics								
Science								
Social Studies								
Foreign Lang.								
Typing								
Humanities								
Urban Living								

Are there any special difficulties which you are having with the curriculum not provided for above? yes or no - If yes, please explain in Comments.

Comments

School Survey
(continued)

V. Integration and Desegregation

Before responding to this section of the school survey, it is important to note that "integration" and "desegregation" are being defined differently and treated separately.

Desegregation (for schools) refers to racial and ethnic make-up of the present school enrollment

Integration refers to the process whereby children, teachers, and school personnel live (communicate, eat, play, work, achieve) harmoniously and productively in groups irrespective of racial, cultural, class or ethnic differences.

A. Desegregation

1. What is the ethnic makeup of your present school population by grade level and total using the October 31, 1966 data? See Appended School Ethnic Census Sheets

2. What are your feeder elementary schools?

A_______ B_______ C_______ D_______ E_______

3. Are the classes in content areas organized according to ability? Yes No

4. Are the following curricular activities organized so that children from various ethnic and racial groups have opportunities to be together? Circle yes or no.

Playground	yes	no	Gymnasium	yes	no
Auditorium	yes	no	Lunchroom	yes	no
Music room	yes	no	Art room	yes	no
Classroom	yes	no	Ind. art room	yes	no

Others_________

Comment:

5. Of the parents involved in the school, what ethnic and racial groups are represented?

PR________ N________ O________

6. School staff: racial and ethnic census; Numbers

	Asst. Prin.	Specialists	Teachers	Aides	Volunteers	Clerical staff	Custodial staff	Others
PR								
N								
O								

School Survey
(continued)

7. Indicate the racial make-up of your local school board.

% PR .... N .... O ....

B. Integration

1. To what extent do your textbooks and other curricular materials reflect the major racial, ethnic and cultural groups in New York City? Circle one

great some little

2. To what extent has the school created learning situations which foster integration among children?

1. Within homerooms	great	some	little
2. within subject classes	great	some	little
3. within lunchroom	great	some	little
4. within art room	great	some	little
5. within music room	great	some	little
6. assembly programs	great	some	little
7. student organization	great	some	little
8. others	great	some	little

3. To what extent has the school encouraged parent activities which would include various racial and ethnic groups?

great some little

Comment:

4. What racial and ethnic distribution is represented in student leadership in the school? (student council officers, class officers, school activities)

% PR________ N___ __ O________

VI. Parents

1. Please indicate whether you have the following in your school

Parent Association	yes	no	If yes, how many members........ average attendance........
Parent Workshop	yes	no	If yes, how many......... activities.........
Parents as school aides	yes	no	If yes, in what capacities?.........
Parents as volunteers	yes	no	If yes, how used?.........

School Survey
(continued)

VII. Community

Do administrative provisions exist for communication between the school and civic organizations? yes no

If yes, describe

To what extent have the civic organizations concerned themselves with school problems?

great some little

Comment

VIII. Summary

A. Indicate in rank order, the items which handicap your school in achieving the objectives of the I.S. project

1.

2.

3.

4.

5.

B. Concluding Comments:

C. Please append a copy of your school organization plan as well as any other materials related to the present survey.

School Survey (continued)

Ethnic Census Grade 5-6
S.D. 1090 D

P.S. .... Boro .... Principal .... Census Date ....

Census prepared by .... Position .... Date ....

Directions: Please use a separate page for the classes in each grade. These data should be a copy of the October 31, 1966 report to Board of Education - S.D. 1090D*

Grade 5 6 (circle one)

No.	Class	Total Reg.	Boys PR	Boys N	Boys O	Girls PR	Girls N	Girls O	Total PR	Total N	Total O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												

* A duplicate copy of the S D 1090 D report may be substituted.

School Survey (continued)

Ethnic Census Grade 6-7

P.S. .... Boro .... Principal .... Census Date ....

Census prepared by .... Position .... Date ....

Grade 6 7 (circle one)

No.	Class	Total Reg.	Boys			Girls			Total			
			PR	N	O	PR	N	O	PR	N	O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												

School Survey (continued)

Ethnic Census Grade 7-8

P.S. .... Boro .... Principal .... Census Date ....

Census prepared by .... Position .... Date ....

Grade 7 8 (circle one)

No.	Class	Total Reg.	Boys			Girls			Total			
			PR	N	O	PR	N	O	PR	N	O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												

School Survey (continued)

Ethnic Census Grade 8-9

P.S. .... Boro .... Principal .... Census Date ....

Census prepared by .... Position .... Date ....

Grade 8 9 (circle one)

No.	Class	Total Reg.	Boys			Girls			Total			
			PR	N	O	PR	N	O	PR	N	O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												
SCHOOL TOTALS												
SCHOOL PERCENTAGES												

School Survey (continued)

Ethnic Census Grade 9

P.S. .... Boro .... Principal .... Census Date ....

Census prepared by .... Position .... Date ....

Grade 9

No.	Class	Total Reg.	Boys			Girls			Total			
			PR	N	O	PR	N	O	PR	N	O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												
SCHOOL TOTALS												
SCHOOL PERCENTAGES												

APPENDIX B

Section II

Instruments for Follow Up Study — Page

(a) Letter to Principals on Follow Up Study B18

(b) Questionnaire to School Administrators B19

(c) Questionnaire for Assistants to Principal in Charge of Sixth Grade B23

(d) Questionnaire for Sixth Grade Guidance Counselor B26

(e) Questionnaire for School Psychologist B28

(f) Questionnaire for School Social Worker B30

(g) Questionnaire for Sixth Grade Teachers of Home Living or Urban Living B32

(h) Questionnaire for Sixth Grade of Typewriting B34

(i) Questionnaire for Sixth Grade Teachers of Foreign Language B35

(j) Observation Schedule B36

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel April 5, 1967

Evaluation of Pilot Intermediate Schools
Second Phase Follow Up Study

To: Principals of Pilot Intermediate Schools.

Dear Colleague:

With your cooperation, the first phase of the evaluation of the pilot intermediate schools was completed and an interim report based on our findings is being prepared.

We are now ready to continue the study and proceed to the second phase of the evaluation. This will focus on the experiences of the schools with the various aspects of the program in the sixth grade in actual operation. As we draw to the close of this first year of the project, your evaluative judgments become increasingly important in assessing the pilot intermediate schools.

The design of the second phase calls for a continued evaluation of school organization and services, curriculum, integration and pupil achievement.

All pilot intermediate schools, except I.S. 8 Q which does not currently have a 6th grade, will receive questionnaires for the administrators, guidance counselors and the Assistant to Principals in charge of grade 6. We suggest that all responses be kept confidential and that these questionnaires be completed and returned to Dr. Edward Frankel, Center for Urban Education, 33 West 42nd St., New York 10036, no later than April 24, 1967.

Time does not permit us to engage in an intensive study of all the pilot schools. About half the schools are being selected for an in depth study. For these selected schools, this study will include, in addition to the above, questionnaires to the school psychologist, social worker and nurse. We will also want 2 sixth grade teachers of Typing, Foreign Language and Home Living to assess the new I.S. curriculum in their respective subject areas by completing the enclosed questionnaires. May we suggest that the 2 teachers selected in each area include 1 outstanding and 1 average teacher.

In order to obtain pupil reactions, we will administer a short pupil checklist to 2 sixth grade classes, one of which should be homogeneously grouped and average in performance, and the other a heterogeneously grouped class.

Finally, we would like to pay brief visits to some classrooms, a playground, the pupil lunchroom, and the faculty lunchroom and restroom.

If your school has been selected for intensive study, you will be contacted by the staff members who interviewed you previously. We will make every effort not to disrupt your school routines. We look forward to a fruitful and mutually profitable venture.

If you wish, you may get in touch with Dr. Edward Frankel for further discussion and information 244-0311.

Center for Urban Education

Pilot Intermediate School Project

April 5, 1967

Evaluation Director: Edward Frankel Follow Up Study

Questionnaire for School Administrators

School........................ Principal............. Date.................

Other Participating Administrators...

I. Staffing and Facilities

1. Have any new problems in staffing arisen during this spring school term? yes no
   If yes, what are they? ....

   ....

2. Have you been able to find solutions for some of the problems in staffing of last term? yes no
   If yes, explain

3. Have you any suggestions about staffing for next year? yes no
   If yes, what are they?

II. School Facilities

1. Have any new problems in facilities arisen this term? yes no
   If yes, what are they?

2. Have you found solutions for some of the problems with facilities of last term? yes no

   If yes, which problems were you able to solve and how did you do it?

3. Do you have any suggestions with respect for facilities for next year? yes no
   If yes, what are they?

B20

Questionnaire for School Administrators (cont)

School________________ Principal ____________________ Date _________________

Integration

1. Do the principals of I.S. meet to discuss how to build an educational program which will support a movement toward desegregation and integration for children?
yes no

2. If yes, are Board of Education and District personnel involved in these meetings?
yes no

3. If yes, how valuable were these sessions? (underline) very some little none

4. List some of the important ideas in the area of integration-segregation that have come out of such meetings.
a.
b.
c.

5. Have you as an individual or as a member of the I.S. principal's group been encouraged to seek help from consultants who have some practical and theoretical expertise in resolving difficult dilemmas in educational segregation-desegregation?
yes no

6. Have the school administrators and supervisors had any opportunity to to participate in study or discussion groups focused on problems of school segregation- segregation?
yes no

7. Have any faculty meetings or study sessions been devoted to studying the ways in which the total school life including curriculum can be modified to help children meet the social problems in segregation-desegregation?
yes no
If yes, what ideas were developed?

8. Are any study sessions being organized for teachers which focus on understanding the educational needs of the new populations which they are teaching?
yes no
If yes, list some of the important ideas that have been developed.

9. Have there been any important changes since our last survey in

   a. school activities design to give pupils new experiences in understanding and resolving problems of integration? yes no
   If yes, give examples

   b. ordering, examining or using new materials and books which better reflect the multi-racial-ethnic society for children? yes no
   If yes, give examples:

c. school exhibits reflecting positive images of racial and ethnic group most often objects of discrimination in our society?

If yes, give examples yes no

d. the racial-ethnic group of parents most active in school affairs
What was it formerly? What is it now?
Why a change?

e. the ethnic composition of the parents who come to school?
What was it formerly? What is it now?
If changed, why?

f. opportunities provided by the school for bringing together parents of varying racial and ethnic backgrounds yes no
If yes, describe them

g. opportunities for bringing into the school community leaders representing the continuum of ethnic and racial backgrounds?

If yes, describe them yes no

h. in the ethnic composition of the school since Oct. 31, 1967

if yes, what is the nature of the change? yes no

Questionnaire for School Administrators (Cont)

i. What is the ethnic composition of current leadership personnel: (Check one)

Principal	PR____	N ____	O ____
Acting Principal	PR____	N ____	O ____
Assistant Principal	PR____	N ____	O ____
Acting Assistant Principal	PR____	N ____	O ____
Dept. Heads (incl. head of Guidance)	PR____	N ____	O ____
Dean	PR____	N ____	O ____
Head Teachers or Grade Leaders	PR____	N ____	O ____
Head Secretaries or Clerks	PR____	N ____	O ____
Head Custodial Engineer	PR____	N ____	O ____
Head of Lunchroom	PR____	N ____	O ____

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel April 5, 1967

Questionnaire for Assistant to Principal

This questionnaire is to be completed by the SIXTH GRADE Assistant to Principal only. Its purpose is to evaluate his experiences with the sixth grade class.

School____________________ Male Female Date__________

How long have you been A.P. in this school?______ elsewhere ? ________

How long have you been an A.P.?______ a classroom teacher in elem. school____

in junior high school________ in high school_______

I. Organization of Sixth Grade

A. Subschools

1. To what extent does the sixth grade subschool conform to the pattern proposed by the Board of Education ?

   (underline your answer) completely partially not at all

2. On what basis was the sixth grade subschool organized?

3. Rate the organization of the sixth grade subschool ;

   (underline your answer) excellent good fair poor very poor doesn't apply

   Comments:

4. Are any changes contemplated in the sixth grade subschool organization? yes no

   If yes, describe them:

B. Grouping of Sixth Grade

1. Below is a list of the sixth grade subjects. Under each indicate the kind of grouping in the subject classes. Use (H) for homogeneous grouping; (E) for heterogeneous grouping (C) combination of both (M) for modified homogeneous grouping. If (M) define this term in the space that follows:

   ____

Subject	Lang. Arts	Math	Science	Social Studies	For. Lang	Typing	Music	Art	Health Ed.	Others
Grouping										

2. Estimate the percent of the school day spent by a typical sixth grader in classes that are (H)_____ (E)_____ (C)_____ (M)_____

3. Evaluate the effectiveness of groupings in the sixth grade: Underline

   Excellent Good Fair Poor Very Poor Don't apply

Questionnaire for Assistant to Principal (cont)

4. Are any changes contemplated in groupings for the sixth grade? yes no
If yes, describe them.

5. On the chart below indicate the predominant ethnic group using the code: (N) (PR) (O) (N-O) (N-PR) (PR-O) (PR-N-O)

Subject	Lang Arts	Math	Science	Soc. St.	For. Lang	Typ	Music	Art	Health Ed.	Others
Ethnic										

C. Team Teaching

1. On the chart below, indicate the subjects in which there is team teaching by (TT); if there is no team teaching, write (none). If there are teams, indicate the number of teams and the number of teachers on a team

Subject	Lang. Arts	Math	Science	Soc. Stud.	Typing	Music	Art	Health Ed.	Others
Team teach									
No. of teams									
No. on team									

2. What are the activities of the team:
Check items:
(a) team planning............ ____
(b) large group instruction.. ____
(c) flexible groups of pupils ____
(d) flexible use of teachers. ____
(e) others.................. ____

3. On what basis are teaching teams selected?

D. Grade Structure:

1. What problems have been created by transferring sixth grade pupils from an elementary school to an intermediate school for:

(a) pupils	(b) teachers	(c) schools at large

2. Are any other changes in sixth grade structure planned? yes no
If yes, what are they?

3. With respect to the transfer of the sixth grade to the intermediate school answer the following by checking the item(s) representing your thinking:
a. sixth graders belong in the elementary school........ ____
b. sixth graders should be in the intermediate schools... ____
c. this should have been done long ago.................. ____
d. it is difficult to evaluate the plan at this point.... ____
e. others (write in) ________________________________

Questionnaire for Assistant to Principal (cont)

E. Parents

1. Are the sixth grade parents involved in the school in any special way? yes no
   If yes, how?

2. Are there any plans for involving the parents next year? yes no
   If yes, describe.

F. General

1. Are you aware of or involved in Board of Education plans for organizational changes for next year? yes no
   If yes, explain

II. Integration - Sixth Grade

1. Is the ethnic composition of the sixth grade about the same as that of the other grades in the school? yes no
   If no, how does it differ?

2. Has there been much change in the ethnic composition of the sixth grade since the beginning of the school year? yes no
   If yes, explain

3. To what extent does the school reflect our pluralistic culture ethnically and racially in the following areas:
   Use the following rating scale-

Very well	fairly well	poorly	not at all	does not apply
1	2	3	4	0

a. textbooks _____

b. pupil reference books _____

c. course content of social studies _____

d. classroom exhibits and decorations _____

e. school exhibits and decorations _____

f. assembly programs _____

4. What is the ethnic composition of the sixth grade teaching staff?
   Indicate number of PR______ N______ O______

Center For Urban Education
Evaluation of Pilot Intermediate School
Questionnaire For Sixth Grade Guidance Counselor

April 5, 1967

A separate questionnaire should be completed by each counselor with sixth grade classes.

School____________________ Date______________ Male Female

A. Background

1. Counselor of grade(s) (circle answer) 5 6 7 8

2. No. of years as counselor in this school ____ Other schools ____

3. No. of years as counselor ________

4. Do you hold a N.Y.C. license as guidance counselor yes no

5. If not, what license do you hold _______

6. How many years were you a classroom teacher? ____________________

7. Are you attending the Inservice Training Sessions in Group Processes? yes no

8. How do you rate these sessions? (underline)

Excellent Good Fair Poor Worthless

9. What are your recommendations for the Inservice Training Sessions?

10. How many pupils in your counseling groups? ______

11. How many of them are sixth graders ______

12. How many do you meet in groups ______

How many groups ____ How many in each group

How often ______

13. How many pupils do you meet as individuals _______

How often _______

Questionnaire For Sixth Grade Guidance Counselor (cont)

Problems

B. The following is a list of the more persistent and reocurring problems in the lives of pupils of intermediate school age. Place them each in order as follows:

In the column headed Giving, write (1) next to the problem to which you are giving most of your time,

(2) for the problem which is second in the time it consumes, and so forth down to 12.

In the column headed Needed, write (1) next to the problem which, in your professional, opinion represents the greatest amount of help needed by these pupils, (2) to the problem needing the next greatest amount of help, and so forth down to 12.

Problem	Giving	Needed
a earning and spending money	a. ________	a ________
b. sex problems	b. ________	b. ________
c. feelings of inadequacy and failure (self image)	c. ________	c. ________
d. lack of interest in school	d ________	d. ________
e. peer relationships	e. ________	e. ________
f. relationships with adults of same ethnic group	f ________	f. ________
g. of different ethnic group	g. ________	g. ________
h. problems with teachers	h. ________	h. ________
i. problems with parents and siblings	i. ________	i. ________
j. health problems	j. ________	j. ________
k. serious emotional problems	k. ________	k. ________
l. not working to capacity	l. ________	l. ________

Center For Urban Education
Pilot Intermediate School Project
Questionnaire for School Psychologist

April 5, 1967

School..............No. of days per week at the school.......... Date.........

What academic degrees do you presently hold?............ Male or female........

How long have you been a school psychologist? How long in this school........

in other schools?....... Have you ever been a classroom teacher......

If yes, how long? ....

1. In your responsibilities as a school psychologist in this school, indicate how much time you give to each of the following duties by rank order, that is, place number one(1) in column headed Give next to the item which occupies most of your time, two (2) for the item which is next most time consuming and so forth.

		Give	Importance
a.	Administering individual and group tests	a. ________	a. ________
b.	Working with emotionally disturbed children	b. ________	b. ________
c.	Conferring with pupils who present or cause severe discipline problems in school.	c. ________	c. ________
d.	Conferring with teachers regarding psychological problems children are having in class.	d. ________	d. ________
e.	Conducting seminars and conferences with teachers.	e. ________	e. ________
f.	Conferring with principals and supervisors regarding problem cases	f. ________	f. ________
g.	Conferring with parents whose children are having problems in school	g. ________	g. ________
h.	Attending hearings	h. ________	h. ________
i.	Working with social agencies	i. ________	i. ________
j.	Discharging administrative and clerical duties	j. ________	j. ________
k.	Serving as consultant on faculty, parent or community agency teams	k. ________	k. ________
l.	Conducting and reporting psychological studies on the pupil population and/or community	l. ________	l. ________

Questionnaire for School Psychologist (cont)

2. Now go back over the list, and in the column headed Importance, write the number which reflects the relative emphasis which you as school psychologist place on each individual item, one (1) being the the most emphasis or importance.

3. Using the scale below, evaluate the kinds of psychological service made available to the school: (circle one)

excellent	good	fair	poor	worthless	no reaction
1	2	3	4	5	0

4. Now evaluate the amount of psychological services made available to the school

very adequate	adequate	somewhat inadequate	very inadequate	no reaction
1	2	3	4	

5. What are your recommendations for improving the psychological services to the school?

Center For Urban Education
Pilot Intermediate School Project

April 5, 1967

Questionnaire for School Social Worker

School__________No. of days per week at the school_______ Date______________

What academic degrees do you hold? _________________________ Male Female

How long have you been a social worker?__________How long have you been in this school______ in other schools______ Previous professional experience with schools_______

(1) As a school social worker, indicate the relative amount of time you devote to each of the following duties by rank order, that is, place (1) next to the duty which occupies the most time, (2) next to the duty which commands the second most time and so forth, under the column headed Gives.

Duty	Gives	Importance
a. Helping to improve the quality and quantity of communication between parents and the school.	a.____	a.______
b. Exploring social problems in the community and sharing your findings with appropriate school personnel.	b.____	b.______
c. Clerical reporting and administrative duties.	c.____	c.______
d. Working with teachers on family problems which have a bearing on the pupil's school life.	d.____	d.______
e. Helping parents become more effective in relationships with the school.	e.____	e.______
f. Attending meetings in the community.	f.____	f.______
g. Working with social agencies in the community.	g.____	g.______
h. Making home visits.	h.____	h.______
i. Serving on faculty committees and teams.	i.____	i.______
j. Conferring with the Board of Education and district personnel.	j.____	j.______
k. Conferring with community leaders.	k.____	k.______
l. Conducting community studies and sharing findings with school.	l.____	l.______

Questionnaire for School Social Worker (cont)

(2) Now go back over the list and rank order the duties in terms of relative emphasis which you as a social worker place on each duty using column headed Importance.

(3) Estimate the number of sixth grade pupil referrals made by
(a) principal__________
(b) sixth grade teachers________
(c) guidance counselor__________
(d) outside agencies____________

(4) Evaluate

Using the scales below, make an overall assessment of
(a) the kinds of services rendered by you: (underline)

excellent	good	fair	poor	worthless	no reaction
1	2	3	4	5	0

(b) The amount of service available as compared to the amount needed.

very adequate	just adequate	somewhat inadequate	very inadequate	no reaction
1	2	3	4	0

(5) What are your recommendations?-

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 5, 1967

Questionnaire For Sixth Grade Teachers of Home Living or Urban Living

Date________________

School_________ Present Teaching License__________ Level______ Date Issued_____

No. of years of teaching_____ in this school _______elsewhere_______ Male Female

Undergraduate major___________ minor________ No. of hours in social studies as undergraduate_______ as graduate_________

---

1. What is your present program in Home Living classes for sixth graders?

Classes	Periods per Wk.	Class Reg.	Ethnic Percent PR	N	O
1.					
2.					
3.					
4.					
5.					

2. How do you rate the new curriculum in Home Living? (Check one)
   Excellent____ good____ fair_____ poor____

3. How do the following types of pupils react to the curriculum:
   Use the following code
   E for excellent
   G for good
   F for fair
   P for poor

	Boys	Girls
a. bright pupils	_____	_____
b. average pupils	_____	_____
c. slow pupils	_____	_____
d. Negro pupils	_____	_____
e. Puerto Rican pupils	_____	_____
f. Others (white) pupils	_____	_____

4. Are the Home Living curriculum materials helpful? yes no sometimes

5. Do you have easy access to an adequate supply of instructional supplies and materials? yes no

6. Have you used resource people from the community, from the District office and from the school itself? yes no
   If yes, circle source.

7. How much of a reaction to the course have you had from the parents?
   much____ some_____ little_____ none_____
   If you have had parental reaction, has it been, in general,
   positive_____ negative________ other______

8. How have you exchanged information with other teachers about what you are teaching in this course? (Check)
   informal conferences_____ staff meetings____ posters____ others____

Questionnaire for Home Living Teacher (cont)

9. List the major topics in the course which seem to be most valuable to the pupils.

10. List those that seem to be least valuable.

11. What recommendations for the course can you offer for next year?

12. Have you found teaching techniques and activities which are effective in classes consisting of pupils of varied racial and ethnic backgrounds? If yes, describe them.

yes no does not apply

13. Have you made any changes in course content, materials, and text as the result of your experiences with pupils of varied ethnic and racial backgrounds? If yes, explain.

yes no

14. To what degree do the following reflect the varied ethnic and racial background of the students:
Use the following codes:

very well	fairly well	poorly	not at all	does not apply
1	2	3	4	0

a. textbooks used in your class _____

b. other reading materials _____

c. course of study _____

d. exhibits in classroom _____

e. room decorations _____

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel May 5, 1967

Questionnaire For Sixth Grade Teacher Of Typewriting

School________________ Present Teaching License______ Level____ Date Issued________

No. of Years in teaching?_____in this school ? ______elsewhere _____ M F

Approximate number of semester hours you took in typing as undergraduate_______
What experience have you had to prepare you for teaching typing?_____________

---

1. What is your present program in typewriting for sixth grade classes?

	Classes	Periods per week	Class register	Ethnic percentages PR	N	O
1.						
2.						
3.						
4.						
5.						

2. At what grade level do you think instruction in typewriting should be given?
Circle your reply: Kg 1 2 3 4 5 6 7 8 9 10 11 12

3. The objectives of the new curriculum in typewriting include (a) development of skills and interest in typewriting, and (b) providing assistance in the other school subjects.
In your opinion, does the early start on skill development, in fact, provide assistance in other school subjects? yes no maybe
If yes, indicate how.

4. Do you start students on a blind keyboard? yes no
5. About how many hours per week does the typical student spend on the typewriter?__________
6. Do students have after school opportunities to practice typing? yes no
7. Are students encouraged to use typing in connection with other school lessons? yes no
8. About how many weeks of instruction would a typical student need before the skill would be useful to him in his other school work? ___________
9. About what percentage of your students have access to a typewriter at home or outside of school? _______%
10. Are the curriculum materials helpful to you? yes no sometimes
11. Do you get parental reactions to the course? none seldon often
Are the reactions positive negative other
12. Do you have easy access to an adequate supply of instructions materials and supplies? yes no
13. Is there a typing station for each pupil in your class? yes no

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel May 5, 1967

Questionnaire For Sixth Grade Teachers of Foreign Language

Date______________

School______________ Language Taught: French Spanish Italian ____________
(underline)

Teaching License_______ Level________ Date Issued___________ M F

No. of years in teaching_____ in this school_______ teaching language_______

Approximate number of semester hours you took in foreign language____________
as undergraduate______ as graduate________ college major____________

---

1. What is your present teaching program in foreign language for sixth graders?

Classes	Language	No of pds. per week	Register	Ethnic Percent PR	N	O
1.						
2.						
3.						
4.						
5.						

2. How well do you speak___________ the language(s) you teach? check one

   Fluently_____ able to communicate________ limited degree______

3. Have you recently travelled in the country where the foreign language you teach is spoken? yes no
4. Do you use this foreign language outside of schools? frequently seldon never
5. Do you have a language laboratory in your school? yes no
6. Do you use tape recorders, record players, and other audio-visual aids in teaching? yes no
   During how many periods per week?____________
7. Are there after school foreign language clubs in your school? yes no
8. Do you believe that a foreign language should be taught to sixth graders? yes_______ no________ yes, with reservations____________
9. Do you use a textbook in your foreign language class? yes no
10. Do you have an adequate supply of supplementary books, newspapers and the like? yes no
11. Do you emphasize reading and writing in the foreign language you teach? yes no
12. How effective do you think aural-oral method of instruction is?
    very effective_____ limited effectiveness_____ ineffective__________
13. Have you used resource people from the community, from the District office and from the school itself? yes no
    (If yes, circle source)
14. Have you taken pupils on trips to stores and other places where the foreign language you teach is spoken and where the pupils can use the language? yes no

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

April 5, 1967

Observation Schedule

The purpose of the following observations is:

1. to determine the ethnic and racial distribution in the following school areas involving sixth grade pupils and the school staff
2. to assess the degree to which instructional materials, classroom and school exhibits and pictures reflect the multi-racial-ethnic background of the city's population and the school population

The following areas will be visited for the purposes described above:

1. Subject classrooms- (a) language arts (b) mathematics (c) foreign language (d) typing (e) social studies
2. Non-subject classrooms - (a) lunchrooms, playground
3. Faculty facilities (a) rest room (b) lunchroom

In recording ethnic distribution, use the following code:
N, PR, O, N-O, PR-O, N-PR, and N-PR-O

In assessing the degree to which books, syllabi, pictures, materials, exhibits reflect the diverse ethnic and racial backgrounds of the city's population, use the following scale:

very well	fairly well	poorly	not at all	does not apply
1	2	3	4	0

Areas	No. of Pupils	No. of Clusters	Ethnic Comp.	Text books	Other Books	Materials	Exhibits
1. Language Arts							
2. Mathematics							
3. For.Language							
4. Typing							
5. Soc. Studies							
6. Lunchroom							
7. Playground							
8. Home Room							
9. Faculty Room							
10. Teachers' Lunchroom							

Comments:

APPENDIX B

Section III

Instruments for Feeder School Study | Page

(a) Cover Letter to Principals B38

(b) Questionnaire to Feeder Schools B39

April 12, 1967

Att: Principal

From: E. Terry Schwarz

The Center for Urban Education has been assigned the responsibility to evaluate the Intermediate School Program in terms of its objectives stated by the Board of Education in its Intermediate School Project description.

One of the two major objectives of the newly created Intermediate School organization is to provide a more desegregated learning environment for children. In order to ascertain to what extent this desegregated environment is being achieved the evaluation team needs, from feeder schools, the information which could be derived from the enclosed questionnaire.

If you should need more information or if you have any questions, you may call Dr. E. Terry Schwarz, who is responsible for the desegregation-integration phase of the study, at Brooklyn College, 780-5223. The Director of the total project is Dr. Edward Frankel, who can be reached at the Center for Urban Education, 244-0300 or at Hunter College, TR 9-2100, in the event that you might wish to communicate with him.

We will need the enclosed questionnaire's information by April 21. Please mail to:

Dr. E. Terry Schwarz
Brooklyn College
Department of Education
Boylan Hall
Brooklyn, New York.

We surely appreciate your kind cooperation.

Thank you.

QUESTIONNAIRE TO FEEDER SCHOOLS

E. Terry Schwarz

School:____________________ Principal:______________________ Date:_______

Feeds Intermediate School:____________________

I. What is your total 5th grade population?:__________________

II. What is the ethnic make-up of your present 5th grade?

Negro____________________

Puerto Rican_____________

Other___ _______________

III. What is the ethnic make-up of the total population sent to the Intermediate School listed above during school year 1966-67?

Negro____________________

Puerto Rican_____________

Other____________________

IV. If your school sent children into the 7th grade of the Intermediate School listed above during school year 1966-67, what was the ethnic make-up of the total population sent?

Negro____________________

Puerto Rican_____________

Other____________________

V. If there has been any significant mobility this year in your school population, has the effect been to: (check appropriate responses)

Increase Negro population______
Increase Puerto Rican population______
Increase Other population______

Decrease Negro population______
Decrease Puerto Rican population______
Decrease Other population______

VI. If there has been No change in the ethnic population of your school despite mobility, please check:

____

APPENDIX B

Section IV

Instruments for Parent and Pupil Reaction Study — Page

(a) Cover Letter to Principals — B41
(b) Cover Letter to Sixth Grade Teachers — B42
(c) Questionnaire in Spanish for Parents of Sixth Grade Pupils — B43
(d) Questionnaire in English for Parents of Sixth Grade Pupils — B46
(e) Checklist for Sixth Grade Pupils — B49

Center For Urban Education
Title I Evaluation
Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 22, 1967

Dear Principal:

In our evaluation of the Intermediate School Project, we wish to include the reaction of the parents of sixth grade pupils to the intermediate schools and their programs. In each of the two manila envelopes, there are a set of instructions to the Sixth Grade Teacher and about 30 Parent Questionnaires each inserted in a white envelope for distribution to the parents through the pupils. Please give one of the manila envelopes to each of the two teachers recently visited by a member of the CUE evaluation staff.

The teachers are instructed to do the following:

1. Each pupil is to receive a white envelope containing a parent questionnaire which they are to take home for the parent to complete.
   For Spanish speaking parents, there are special questionnaires in Spanish which are to be given to the pupils on request.
2. Each parent is to place the completed questionnaire in the accompanying white envelope and seal it so that the responses may be kept confidential.
3. The teacher upon receiving the sealed envelopes should place them in the manila envelope which should be returned to you no later than June 5, 1967.
4. The manila envelopes are to be mailed to me no later than June 5, 1967.

Thank you for your cooperation.

Center For Urban Education
Title I Evaluation
Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 22, 1967

Dear Sixth Grade Teacher:

We need your assistance in obtaining the reactions of the parents of your sixth grade pupils to the intermediate schools and their programs.

The manila envelope contains about 30 plain white envelopes into each of which has been inserted a "Parent Questionnaire." A few of the envelopes marked Sp. in the upper right hand corner contain the questionnaire in Spanish for those parents who are more fluent in Spanish.

Will you please do the following:

1. Give a questionnaire to each pupil in your class. Inform the pupil that some questionnaires are also available in Spanish.
2. Tell the pupils to take the envelope home and ask their parents to complete the questionnaire. When completed it is to be placed in the white envelope and sealed. Explain that nobody in the school or the Board of Education will see their answers. They do not have to sign their names and only the research team will look at their responses but will not know who made them.
3. Inform the pupil that the completed questionnaires are to be returned to you in the sealed envelope by June 5, 1967.
4. Place all returns in the manila envelope and complete the data on the envelope cover. Your Principal or Assistant Principal will collect the sealed manila envelope and return it to me.

Thank you for your cooperation.

CENTRO DE EDUCACION URBANA
33 West 42nd Street
New York City 10036

Evaluacion de la Escuela Intermedia

Director de Evaluacion:
Edward Frankel

22 de Mayo de 1967

Estimados Padres:

Durante los pasados meses, hemos estado estudiando algunas de las escuelas Intermedias de la ciudad de Nueva York para saber lo que los maestros estan enseñando a los alumnos. Hemos hablado con los principales, sus asistentes, los maestros y con los alumnos de sexto grado. Ahora creemos que debemos hablar con los padres de estos alumnos para que nos digan lo que saben acerca de estas escuelas y del progreso de sus hijos.

Hemos preparado una serie de preguntas, las cuales nos gustaría que ustedes contestaran. No deseamos que ustedes se identifiquen ni que firmen sus nombres. Cuando hayan contestado estas preguntas, pónganlas dentro de un sobre y cierrenlo. Dénselo a su hijo para que lo traiga a la escuela. El maestro lo pondrá en un sobre grande y nos lo enviara. Nadie en la escuela sabrá lo que Uds. han escrito. Todo lo que deseamos de ustedes es que contesten estas preguntas en la mejor manera posible.

Muchas gracias.

PREGUNTAS PARA PADRES DE ESTUDIANTES DE SEXTO GRADO

1. Mi hijo esta en el sexto grado en la escuela Intermedia numero __________.

2. El año pasado cuando estaba en el quinto grado, él(ella) atendió a la escuela Publica numero_________.

3. Mi hijo(a) que esta en el sexto grado es (indique) ______ Varon. _____Hembra.

4. Mi hijo(a) entro a esta escuela al sexto grado en el año: (Indique)

   ________sept. 1966 _____oct. 1966 _____nov. 1966 _____ diciembre 1966

   ________enero 1967 _____feb. 1967 _____marzo 1967 _____ abril 1967

   ________mayo 1967 _____junio 1967 _____No recuerdo.

5. Como creé usted que su hijo progresa en la escuela? (seleccione)

   ______ mejor este año. _____ Igual que el año pasado. ____ Más deficiente este año. _____ No sé.

6. Cuantas veces pudo usted visitar la escuela de su hijo este año? (Seleccione)

   _____Una o dos veces. _____Una vez al mes por lo menos. _____ Nunca.

   _____Muchas veces. _____No recuerdo.

7. Creé usted que la mayoria de los maestros estan interesados en los estudios de sus hijos? (seleccione) _____Si. _____No. _____Realmente no sé.

8. Le gusta a su hijo asistir a la escuela por lo regular? ____Si. ____No. ____No se.

9. Ha estudiado su hijo la maquinilla en la escuela este año? (Seleccione)

   ____Si _____No _____Realmente no sé.

10. Que idioma estudia su hijo en la escuela este año?

    _____español _____francés _____italiano _____ninguno _____no sé

11. Cómo sabe usted sobre el progreso del trabajo de su hijo en la escuela? (Puede indicar más de un asunto)

    _____Report Cards (tarjetas de informes) _____Consultas con los maestros

    _____Cartas de los maestros _____Mi hijo me dice ____los amigos de mi hijo

    _____Por otros padres _____el Principal, o su asistente ____La Asociacion de Padres y Maestros. _____No se.

12. Esta usted satisfecho con la informacion que recibe acerca del progreso de su hijo en la escuela? (Indique) ____Si _____No _____No me interesa.

13. En cuales de las siguientes asignaturas cree usted que su hijo necesita mas ayuda?

_____ Arte _____ Musica _____Ciencia ______ No se

_____ Aritmetica _____ Artes domesticas _____Artes industriales

_____ Idiomas _____ Lectura _____Ortografia (Deletrear)

14. A donde puede ir su hijo para obtener ayuda en sus asignaturas? (Puede indicar mas de un lugar)

______ En la escuela durante el dia

______ Despues de clases en la escuela

______ Yo le ayudo en la casa

_____Nuestra iglesia tiene un lugar donde el puede obtener ayuda

_____El apartamento donde vivo tiene un centro educativo

_____El Centro de la comunidad

15. Ha hecho usted amistad con padres de otros grupos etnicos o razas debido a la experiencia de su hijo en esta escuela?

______Si ______No ______ Un poco _______No se.

16. Ha aprendido algo acerca de otras razas o grupos etnicos desde que su hijo ha asistido a dicha escuela? (Seleccione)

_____Si ______No ______Quizas ______No se

17. Aprueba Ud. que su hijo haga amistad con niños de otras razas?

_____ Si ______No _______Inseguro ______ No se

18. Esta su hijo aprendiendo cosas que le ayuden en su casa? ____Si ____No ____No se.

19. Ha notado Ud. alguna diferencia en las relaciones de su hijo con la escuela?

_____Si, son mas favorables _____No son tan buenas como el año pasado

_____Ningun cambio _____No se.

20. Cuales asignaturas son mas faciles para su hijo este año?

_____ Arte _____ Musica ______Ciencia ______No se

_____ Aritmetica _____ Artes domesticas ______Artes industriales

_____ Idiomas _____ Lectura ______Ortografia (Deletrear)

21. Tiene la escuela de su niño actividades por la tarde para los padres y otros adultos?

______Con frecuencia _____Algunas veces _____Raras veces _____Nunca

______No se.

22. Cuando hay actividades o reuniones en la escuela, asiste (atiende) Ud?

______Si _____No _____Raras veces ____No recuerdo

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N. Y. 10036

Pilot Intermediate School Evaluation

Evaluation Director: Edward Frankel May 22, 1967

Questionnaire for Parents of Sixth Grade Pupils

Dear Parent:

For the past few months we have been studying certain intermediate schools in New York City to find out what they are teaching the children. We have spoken to principals, assistant principals, and teachers, and have gotten reactions from sixth grade pupils. Now we think we ought to ask the parents of these pupils to tell us what they know about the school and about the progress their children are making in the school. A set of questions have been prepared which we would like you to answer. We do not want you to sign your name or tell us who you are.

When you have answered all the questions, please put this paper in the envelope and seal it. Then give it to your child who will bring it back to the school. The teacher will put it in a large envelope and mail it to us. Nobody in the school will know what you have written. All we are asking you to do is to answer our questions as best you can.

Thank you

QUESTIONNAIRE FOR PARENTS OF SIXTH GRADE PUPILS (Cont)

1. My child is in the sixth grade in intermediate school number ______.

2. Last year, when he was in the fifth grade, he (she) attended P.S.____.

3. My child in the sixth grade is a (check one)___Boy ____Girl.

4. My child came into this school as a sixth grader in: (check one)

___Sept. 1966
___Oct. 1966
___Nov. 1966
___Jan. 1967
___Feb. 1967
___March 1967
___May 1967
___June 1967
___I do not remember.

5. How well do you think your child is doing in school? (check one)

___better this year
___about the same as last year
___less well this year
___I do not know.

6. How often have you been able to visit your child's school this year? (check one)

___once or twice
___not at all
___at least once a month
___many times
___don't remember

7. Do you think that most of the teachers are interested in your child's school work? (check one)

___yes ___no ___really don't know

8. Does your child like to go to school most of the time? (check one)

___yes ___no ___really don't know

9. Has your child taken typewriting in school this year? (check one)

___yes ___no ___I don't know.

10. What foreign language is your child studying in school this year? (check one)

___Spanish _____French ____Italian ____None ___I don't know.

11. How do you usually find out about your child's school work? (Check as many statements as you wish)

___report cards
___talks with his teachers
___letters from the teachers
___from my child himself
___from other children
___from other parents
___from the principal or his assist.
___from the P.T.A.
___I don't know.

12. Are you satisfied with the information you get about the progress your child makes at school? (check one)

___yes ___no ___I don't care.

Questionnaire for Parents of Sixth Grade Pupils (cont)

13. In which of the following school subjects do you think your child needs more help? (Check as many as you wish)

____Art
____Arithmetic
____Foreign Language
____Music
____Home Economics
____Reading
____Science
____Shop
____Spelling
____I don't know

14. Where can your child go for help in his school subjects? (check as many as you wish)

____in school during the day
____after school in the school building
____I help him at home
____I don't know
____Our church has a place where he can get help.
____The appartment house where I live has a study center
____The community center

15. Have you become friendly with parents of other racial or ethnic groups as a result of your child's experiences in this school?

____yes ____No ____somewhat ____I don't know.

16. Have you learned about other racial and ethnic groups since your child is going to this school? (check one)

____yes ____No ____perhaps ____I don't know.

17. Do you approve of having your child associating with children from other racial and ethnic groups?

____yes ____No ____doubtful ____I don't know.

18. Is your child learning things at school which are helpful at home?

____yes ____No ____maybe ____I don't know.

19. Have you noticed any difference in child's attitude toward school this year?

____Yes, it has improved
____No change
____No, it isn't as good as last year.
____I don't know.

20. Which school subjects seem easiest for your child this year?

____Art
____Arithmetic
____Foreign Language
____Home Economics
____Music
____Reading
____Science
____Shop
____Social Studies
____Spelling
____I don't know

21. Does your child's school have things going on in the evening for the parents and other adults?

____very often ____sometimes ____rarely ____never ____I don't know.

22. If there are things going on at the school, have you gone to these evening activities?

____yes ____no ____rarely ____I don't remember.

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel April 5, 1967

Checklist for Sixth Grade Pupils
(Read to the Class)

Please fill in the information asked for. Notice that you are NOT being asked to write your name or home address. We are trying to find out what you like and what you don't like about the school you are in. We want to know what the school is doing to help you and what it is not doing to help you. Nobody will be able to tell who answered the questions. Your teacher will not see these papers. Please give the best answer you can to all questions. Ask for help if you need it.

Number of this school________ Your grade and class____________ Date________

Are you a boy girl (circle) The elementary school you came from_______

When did you enter the sixth grade in this school_______ (month). The subject class you are now in____________________.

Answer the questions by putting a check in the proper box:

1. If I had a choice, I would
   (a) stay in this school .... ______
   (b) spend the 6th grade in my old school ______
   (c) go to another school................. ______

2. Do you feel you learn more
   (a) from one teacher all day............. ______
   (b) from different teachers each day.....______

3. The things I like a whole lot in this school are: (place a check on the line)

   a. the trips we take__________
   b. my homeroom __________
   c. the library __________
   d. the playground __________
   e. the lunches __________
   f. the kids in my class_______
   g. the clubs _______
   h. the teams _______
   i. after school activities_____
   j. ________________ _____
   k ________________ _____
   l. language arts ______
   m. mathematics ______
   n. science ______
   o. social studies ______
   p. foreign language______
   q. typing ______
   r. music ______
   s. art ______
   t. gym ______

Checklist for Sixth Grade Pupils (cont)

4. If I had a free period, I would spend it in improving my
(Please put a check in the space)

_____ a. reading

_____ b. arithmetic

_____ c. science

_____ d. typing

_____ e. foreign language

_____ f. social studies

5. Since I came to this school: (check one on each line)

	improved	remained the same	got worse
a. my school work	______	______	______
b. my conduct in school	______	______	______
c. my attendance at school	______	______	______
d. my self confidence	______	______	______
e. my interest in school	______	______	______
f. my desire to get ahead	______	______	______
g. my ability to get along with others	______	______	______
h. my wish to help others	______	______	______
i. my health	______	______	______
j. the kinds of friends I have	______	______	______

APPENDIX C

Staff List

Dr. Edward Frankel, Evaluation Chairman
Associate Professor of Education
Hunter College (Bronx)

Dr. E. Terry Schwarz
Assistant Professor
Department of Education
Brooklyn College

Dr. Marshall J. Tyree
Professor of Education
Director of Student Teaching
New York University

Mrs. Marcella Williams
Senior Consultant, Educational Resources Center
Bank Street College

Mr. Lazarus Ross
Principal - Retired
N.Y.C. Public Junior High School
N.Y.C. School System

Mrs. Olga Spelman
Principal - Retired
N.Y.C. School System

Dr. Charles M. Long
Associate Professor of Education
Brooklyn College

* * *

Mrs. Gladys Rothbell
Research Sociologist
Center For Urban Education